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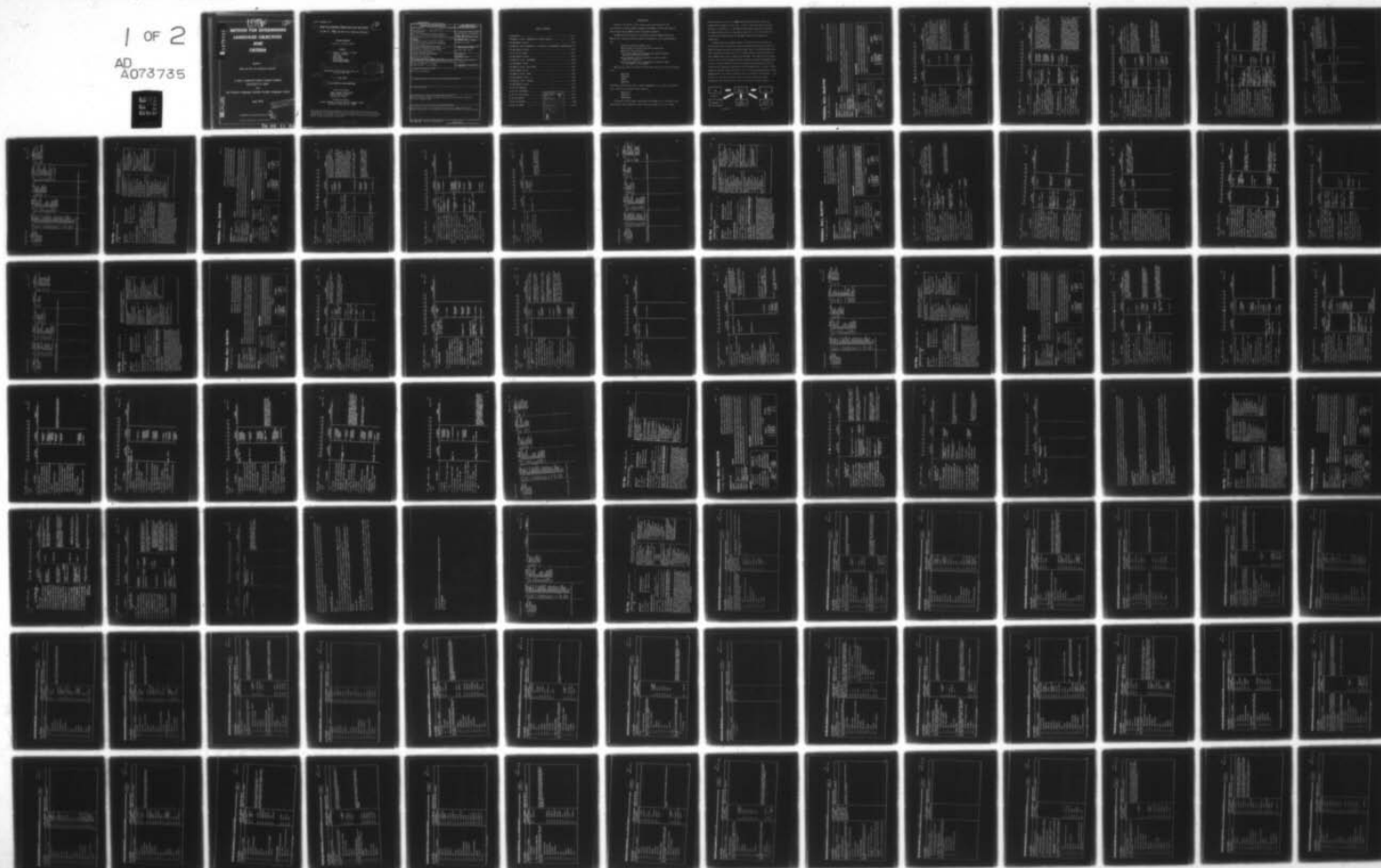
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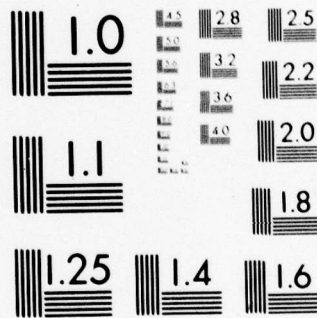
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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME V

MAAG JOB POSITION (IBERIAN SPANISH)

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A study conducted under contract number
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for

The Defense Language Institute Foreign Language Center

May 1979

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DEVELOPMENT & EVALUATION ASSOCIATES, INC.



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6 METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA,
VOLUME V. MAAG JOB POSITION (IBERIAN SPANISH), 2

Contract Monitor

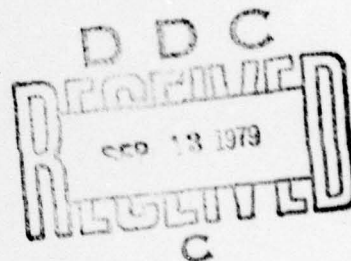
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INTRODUCTION

Volumes V, VI and VII of this report present the results of the task analysis of Iberian Spanish language requirements for Military Advisory and Assistance Group (MAAG) officers stationed in Madrid.

The MAAG position presents a particularly complex communication task. MAAG officers interact with their Spanish counterparts in the following ways:

They

- make and receive telephone calls
- participate in business and social conversation
- present formal briefings
- facilitate communication between non-Spanish speaking personnel and Spanish officials
- scan documents and correspondence to quickly glean important information
- review documents and correspondence in depth to report on and respond to the contents

MAAG officers must be trained to perform these activities in four different roles:

- ADVISOR
- ADVOCATE
- AIDE
- QUESTOR

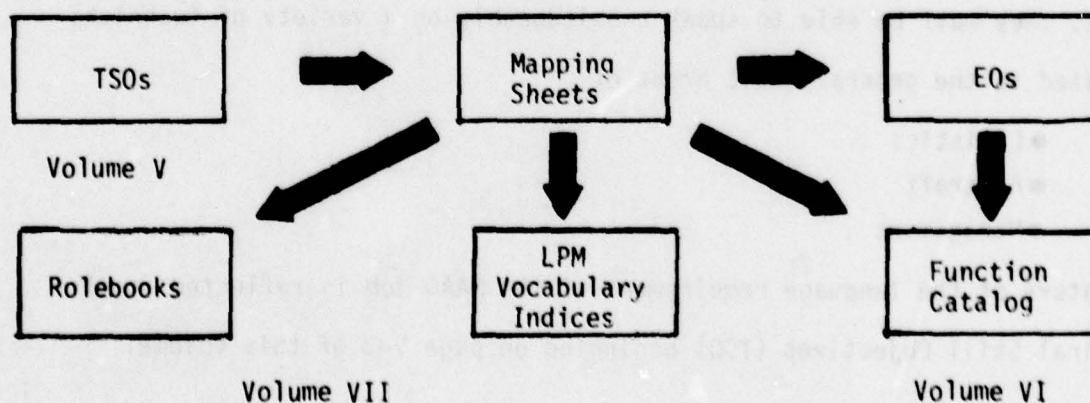
Furthermore, they must be able to speak knowledgeably on a variety of technical topics related to the general topic areas of

- Logistics
- Aircraft
- Management

The nature of the language requirement of the MAAG job is reflected in the seven Terminal Skill Objectives (TSO) beginning on page V-3 of this volume.

Each TSO specifies one of six COMMUNICATIVE ACTIVITIES which define the communicative parameters of the job. In four of the seven TSOs, more than one ROLE is indicated; i.e., the MAAG officers may be required to perform the communicative activity in any one of those roles. All of the TSOs list at least three TOPICS about which the MAAG officer may be required to communicate.

Following each TSO a Mapping Sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The Enabling Objectives (EOs) which begin on page V-58 of this volume, provide a detailed outline of each communicative activity required for the MOS. This outline is explicated by the listing of the language functions required to perform the communicative activity. The EOs provide a direct link between the description of the job itself and the language by describing the job language tasks in terms of their component functions and directing the user to the Function Catalog for Iberian Spanish which lists Spanish utterances used to accomplish each function. (See Volume VI.) The map also directs the user to the appropriate rolebooks and vocabulary lists (see Volume VII), and to the function catalog (Volume VI).



TERMINAL SKILL OBJECTIVE

Page T.01

No. MAAG / C.I.01 / SP

DOCUMENTATION: Interview data: MAAG officers and support personnel, Madrid, AFM 50-29, AFR 400-3

COMMUNICATIVE TASK

COMPONENTS

Role ☐ "QUESTOR", ☐ "ADVISOR", ☐ "ADVOCATE"

Com Act ☐ "CONVERSES"

Audience ☐ one/few person(s) ☐ sports, families, household management for the purpose of establishing contact and rapport.

Topics ☐ "survival" needs

Purpose ☐ establish contact, rapport; make arrangements; get information

STATEMENT

The student, in the role of "QUESTOR", "ADVISOR", or "ADVOCATE" "CONVERSES" in the Spanish language with one or few persons on a face-to-face basis on a topic such as the following: sports, families, household management for the purpose of establishing contact and rapport.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	10 min.
Materials/Equipment	Materials/Equipment
reference grammar, Spanish dictionary	None
REGISTER	REGISTER
Speech	Print
techno-jargon	technical
formal	literary
colloquial	informal

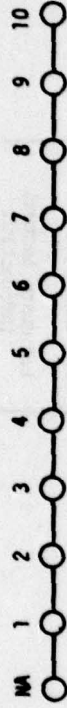
MacroSTANDARDS

DESCRIPTION	The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with a native speaker on a selected topic, using appropriate vocabulary (e.g. T.04) and grammar as specified in functions (T.03).
Functions	Vocabulary
1.0 Fact Info	1. military
2.0 Intell Att	2. technical
3.0 Emo Att	3. other
4.0 Suasion	4. See T.04
5.0 Man Comm	
6.0 Soc Rit	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>LL: Landlady/ U.S.C.: United States Colonel</p> <p>U.S.C: Buenas tardes, señora.</p> <p>LL: Buenas tardes. ¿Cómo está usted?</p> <p>U.S.C. Muy bien, gracias, ¿y usted?</p> <p>LL: Muy bien gracias.</p> <p>U.S.C. Me llamo John Wilson. Busco un piso y me he enterado de que Ud. sabe de uno.</p> <p>LL: Sí, señor. En este momento tenemos dos pisos libres. Pase por favor.</p> <p>U.S.C: Gracias.</p> <p>LL: Síéntese.</p> <p>U.S.C: Muy amable.</p> <p>LL: Bien. Los pisos que ahora se ofrecen son muy bonitos los dos. Los dos tienen tres habitaciones, cocina, comedor, sala, y cuarto de baño. Uno es amueblado y el otro <u>tiene solamente la cocina amueblada.</u></p> <p>U.S.C. Bueno, yo prefiero el amueblado.</p>	<p>se ofrecen - are offered are available</p> <p>los dos - both</p> <p>tiene . . . la cocina amueblada - the kitchen has appli- ances</p>	<p>5.1 greet</p> <p>5.5.1 introduce</p> <p>5.18 be hospitable</p> <p>5.10 gratitude 1.2 state factual information</p> <p>3.6 preference</p>	<p>A U.S. Colonel visits the landlady of an apartment building to inquire about a vacancy.</p> <p>Señora-Use "señora" as a polite form of address (similar to "ma'am" in English) if you know a woman is married or she is old. Otherwise, use "señorita."</p> <p>Usted-is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.</p> <p>de que-that. The verb <u>enterar</u> means to inform or acquaint. <u>Enterarse de</u>, however, means to hear of, to find out about. Certain verbs require a preposition before a noun or noun clause (con-tribuir a, alegrarse de, insistir en, etc.)</p> <p>piso-a standard apartment, more than one bedroom, etc.</p> <p>amueblado-Furnished apartments have become more common in recent years. Unfurnished apartments usually do <u>not</u> have kitchen appliances.</p>

☐ TSO

☐ EO



TASK SCENARIO

KEY TERMS

FUNCTIONS

Culture/References/Supplements

¿Cuánto es la renta?

LL: Sale en 6,000 pesetas mensuales, exceptuando el agua y la electricidad.

U.S.C: ¿Es de gas ciudad la cocina?

LL: No. Hay dos bombonas en el piso. La cocina tiene calentador. Yo le daré el número de teléfono de la compañía de gas para este distrito. El contrato está al nombre del Señor Jorge González de Rivera.

U.S.C. ¿Corre a nuestra cuenta el gas?

LL: Sí. Normalmente sale en 130 pesetas por bombona.

U.S.C: El gasto de la comunidad, ¿lo pagamos nosotros o corre a su cuenta?

LL: Lo pagan los arrendatarios, 1,000 pesetas al mes. Además cobramos un depósito de 1,000 pesetas por si hay algún desperfecto en el piso.

la renta - rent

sale en - it costs

pesetas mensuales - pesetas per month

bombonas - butane gas tanks

corre a nuestra cuenta - does it run to our account - is it charged to us

los arrendatarios - the tenants
cobramos - we charge
desperfecto - slight damage

1.3 seek factual information

1.2 state factual information

1.3 seek factual information

1.2 state factual information

3.7 intention

1.2 state factual information

2.8 obligation

1.2 state factual information

2.8 obligation

Utilities are rarely included in the rent. Electrical power is so expensive that most water heating and cooling are done by gas purchased in large, orange-colored tanks. These tanks are delivered on a regular schedule according to districts established by the gas company. A new tenant must notify the district office to renew service. Service is usually registered under the name of the building owner, but the tenant pays for each container.

gasto de la comunidad-Spanish law requires that a certain amount of money be spent on the maintenance of apartment buildings. The purpose of this fee is to prevent the physical decline of the public portions and exteriors of buildings. In some cases, the landlord pays this fee. In others, each tenant is required to contribute a fixed amount per year. In some buildings, the tenants take turns cleaning and making repairs to avoid higher fees. Information concerning these and other regulations which affect consumers is available at the "Ayuntamiento"-City Hall.



☒ TSO
☒ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
no funciona bien.			
LL: Bueno, todo eso se puede resolver en <u>seguida</u> U.S.C: Una vez viviendo aquí, <u>¿quién</u> es el responsable de las reparaciones?	<u>en seguida</u> - right away	2.5.1 capability 2.8 obligation	Always ask about regular maintenance schedules.
LL: Pintamos todas las paredes <u>cada</u> año. Si hay un mueble <u>estropeado</u> por el uso <u>normal</u> , también corre a cuenta de la casa. Claro, si hay un problema por <u>falta de cuidado</u> del arrendatario, <u>le toca</u> a <u>él</u> <u>arreglarlo</u> . U.S.C: <u>Correcto</u> .	<u>cada</u> - each <u>estropeado</u> - broken <u>por el uso normal</u> - through normal use <u>falta de cuidado</u> - lack of care, carelessness <u>le toca a él</u> - it is his responsibility <u>arreglarlo</u> - to fix it <u>correcto</u> - right, that's as it should be <u>da al</u> - opens on the <u>tender la ropa</u> - hang clothes <u>cerca del centro</u> - near downtown <u>se puede llegar andando</u> - se puede llegar andando <u>en veinte minutos</u> - One can walk to within twenty minutes <u>cada ratito</u> - every so often, every little while <u>esquina</u> - corner	1.2 state factual information 2.8 obligation 2.1.1 agreement 1.1 identify	Washing machines are usually provided in furnished apartments. However, dryers are very rare. Instead, tenants hang their laundry on lines from the windows which open onto the patio, an open courtyard in the center of the building. Older apartment buildings near the center of the city are usually well maintained. Downtown areas have not suffered the flight to the suburbs common in the US.
LL: De aquí <u>se puede llegar</u> andando a la Plaza Mayor en <u>veinte minutos</u> . Además, a <u>cada</u> <u>rato</u> pasa el autobús por esa <u>esquina</u> de enfrente. Está muy bien situada.		3.1.1 pleasure/liking 1.2 state factual information 3.1.1 pleasure/liking	



TSO No. MAAG / C.I.01 / SP

☒ TSO

☐ EO

TASK SCENARIO

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

Esta barriada, aunque es bien antigua, tiene de todo - y se puede pasear por las calles sin miedo a la una de la mañana. He vivido aquí pues, ya hace quince años y, de veras, me encanta.

U.S.C: Creo que nos conviene arrendar este piso.

LL: Muy bien. Entonces, bajemos a revisar el contrato y ya - trato hecho.

U.S.C: Excelente.

barriada - neighborhood
sin miedo - without fear

bajemos - let's go down-
stairs
trato hecho - it's a deal

1.5 express
5.16 strike a bargain
2.1a agree

Most neighborhoods provide all essential services. Car transportation is rarely required and many people do not own cars. Public transportation is efficient and cheap and people also walk a lot.

pasear-taking a stroll is a popular pasttime, especially in the evenings and on Sundays.

A contract which specifies all costs and repair or maintenance agreements should be finalized in writing.

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information *1.3 seek factual information	*2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility *2.5.1 capability 2.5.2 incapability *2.6 need 2.7.1 certainty 2.7.2 uncertainty *2.8 obligation 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission 2.10.1 denial 2.10.2 affirmation/confirmation *2.11 awareness *2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.4 hope 3.5 surprise *3.6 preference *3.7 intention 3.8 want *3.9.1 approval 3.9.2 disapproval *3.10.1 importance *3.10.2 unimportance/indifference 3.11 anticipation	4.1 suggestions *4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 instructions/commands 4.7 corrections	*5.1 greet 5.2 take leave 5.3 open conversation 5.4 end conversation *5.5.1 introduce 5.5.2 respond to introduction *5.8 sympathy/empathy *5.10 gratitude 5.11 regret 5.12 apology 5.16.9 end conversation 5.16.10 take leave ----- *5.18 be hospitable	6.1.1 interrupt 6.3 refocus and/or adjust communication 6.8.1 change topic 6.8.2 consent to change topic 6.8.3 refuse to change topic

* These functions appear in this task scenario.

--- Functions listed below the dotted line appear in this task scenario but not in the "CONVERSES" enabling objective.

TSO Map

TSO MAAG / C.1.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- ☒ linear ☐ job criticality
- ☐ hierarchical ☒ dependent relationship
- ☐ solitary ☐ independent relationship

PRIMARY DECISION FACTOR

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 C.1 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: "QUESTOR", "ADVISOR", "ADVOCATE"

Special Vocabulary: V5.1 and BASIC COURSE VOCABULARY

Technical Documents: Interview data: MAAG officers and support personnel, Madrid, APM 50-29, APR 400-3

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

M.01

V-10

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

<p>GREETING/INTRODUCTION</p> <p>5.1/5.3.1-7/5.5.1/5.5.2/5.8/5.10/5.11/5.12/6.1.6</p>	<p>CONFIRMING THE RESULTS</p> <p>Report facts</p> <p>1.1/1.2/2.1.1/2.1.2/4.7</p> <p>Report thinking of other party</p> <p>2.0 Intellectual Attitudes (All functions)</p> <p>4.7</p> <p>Report feelings of the other party</p> <p>3.0 Emotional Attitudes (All functions)</p> <p>2.1.1/2.1.2/4.7</p> <p>Report actions to be taken</p> <p>1.1/1.2/2.1.1/2.1.2/4.7</p>
<p>STATING THE PURPOSE</p> <p>Obtain/transfer factual information</p> <p>1.1/1.2/1.3/2.2.1/4.2/6.8</p> <p>Evaluate options</p> <p>2.0 Intellectual Attitudes (All functions)</p> <p>Assess human reactions</p> <p>3.0 Emotional Attitudes (All functions)</p> <p>Initiate actions</p> <p>4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6</p>	<p>CLOSING</p> <p>Inquire about further concerns</p> <p>1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/3.8/3.10</p> <p>Close</p> <p>5.2/5.4/5.10</p>
<p>ACTUALIZING THE PURPOSE</p> <p>Develop strategy</p> <p>Initiate communication</p> <p>1.0 Factual Information (All functions)</p> <p>2.0 Intellectual Attitudes (All functions)</p> <p>3.0 Emotional Attitudes (All functions)</p> <p>4.0 Getting things done (Suasion) (All functions)</p> <p>Control conversation flow</p> <p>6.3/6.8.1/6.8.2/6.8.3</p>	

TERMINAL SKILL OBJECTIVE

NO. MAAC / C.1.02 / SP

COMMUNICATIVE TASK

COMPONENTS

	Role
"QUESTOR", "ADVISOR", "ADVOCATE"	

Com Act "CONVERSES"

Audience	one/few persons logistics, aircraft,
----------	---

Topics	management
--------	------------

Purpose	ask/answer questions, supply information, make arrangements
---------	---

CONDITIONS

PREPARATION TIME

20 min.

Materials/Equipment

reference grammar, Spanish-

language, technical, and

military glossaries

REGISTER

	Speech	Print
—	techno-jargon	technical
—	formal	literary
x	colloquial	informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with one person on a selected technical topic, using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES

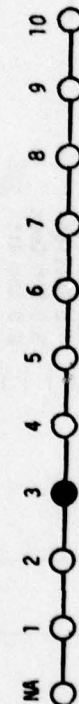
Functions

1.0	Fact Info
2.0	Intell Att
3.0	Emo Att
4.0	Suasfon
5.0	Man Comm
6.0	Soc Rit

Vocabulary

<u>x</u>	military
<u>x</u>	technical
	other

See T. 04

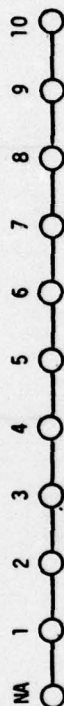
TSO No. WAG / S.3.01 / SP☐ TSO☐ EO

T.02

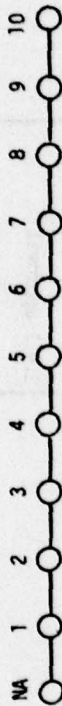
Page 1 of 3

TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Alfredo-Spanish Colonel/Simon-U.S. Colonel Alfredo: Simón, pensamos compraros uno de los F-16 nuevos. ¿Has visto alguno? Simón - No, Alfredo, no he visto ninguno Sabes que los están <u>montando</u> <u>unos</u> <u>aquí</u> , <u>otros</u> <u>allá</u> - en Europa y en los Estados Unidos - y cuando yo <u>salí</u> de América, todavía no había ninguno completo. Pero lo que <u>sí</u> he visto es la <u>maqueta</u> y me parece que está muy bien. Alfredo - ¿Sabes de alguien que los haya visto? Simón - Mi amigo John Mathews estaba en Wright-Pat cuando realizaron el <u>vuelo de prueba</u> y me dijo que el avión le impresionó mucho. Tienen	3.7 intention 1.3 seek factual information 1.2 state factual information 3.1.1 pleasure/liking 1.3 seek factual information 1.2 state factual information 3.2.1 satisfaction	Alfredo and Simon are friends as well as military counterparts. Here they discuss a new fighter in a very informal conversation. compraros - buy from you. First of all, the os is used here as a dative of advantage and is translated "from you". Secondly, the use of the familiar pronouns, both singular and plural (tú, vosotros/te, os/ti, vosotros) is very common in Spain. Here the Spanish officer extends the familiarity he enjoys with the U.S. officer to the entire U.S. military. In a more formal conversation, he would use the formal - comprarles. lo que <u>sí</u> he visto - what I have seen The <u>sí</u> is used to add emphasis alguien que los haya visto - someone who has seen it. A dependent clause which refers to an indefinite, non-specified person, place, or thing requires the subjunctive form of the verb

TSO No. MAAG / C.L.02 / SP☐ TSO☐ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
un cociente muy bueno de empuje a peso así que el <u>despeque</u> es muy rápido y la innovación del <u>vuelo eléctrico</u> da una <u>maniobrabilidad</u> excepcional cuando más se necesita.	<u>coeficiente</u> - ratio <u>despeque</u> - take off <u>vuelo eléctrico</u> - fly-by-wire <u>maniobrabilidad</u> - maneuverability	1.2 state factual information 3.2.1 satisfaction	
Alfredo- ¿Sabes las especificaciones?		1.3 seek factual information	cuando más se necesita - when it is needed most
Simón - No de <u>memoria</u> , pero creo que tengo la hoja de especificaciones en el archivo. Déjame ver un momento. Aquí está.	<u>no de memoria</u> - not right off hand, not by memory	1.2 state factual information 2.13 belief/opinion 2.9.1 request for permission	
Alfredo - Gracias. Vamos a ver. <u>Envergadura</u> sin misiles - 9.42 metros, con misiles - 9.98. <u>Longitud</u> , catorce metros y medio. <u>Peso de combate</u> , casi diez toneladas.	<u>envergadura</u> - span <u>longitud</u> - length <u>peso de combate</u> - combat weight	5.10 gratitude 1.2 state factual information	
Tienen un motor de Pratt y Whitney. ¿Son buenos esos motores?		3.9.1 approval 2.7.1 certainty	
Simón - Creo que sí.			



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☒ TSO

☐ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>Alfredo - Velocidad máxima - superior al Mach 2. No está mal.</p> <p>Simón - <u>A lo mejor</u> puedes ver uno la primavera que viene cuando estás en Sacramento.</p> <p>Alfredo - Puede ser.</p>	<p>a lo mejor - maybe</p>	<p>1.2 state factual information 3.9.1 approval 2.4.1 possibility</p>	<p>cuando estás - The subjunctive is required when a dependent clause follows cuando and uncertain or non-specific futurity is implied.</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information	*2.1.1 agreement 2.1.2 disagreement *2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability *2.6 need 2.7.1 certainty *2.7.2 uncertainty *2.8 obligation 2.11 awareness 2.12.1 difficulty *2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear *3.3.2 worry 3.6 preference 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance 3.11 anticipation	4.1 suggestions *4.4 advice 4.5 warnings 4.7 corrections ----- *4.3 invitations	*5.1 greet 5.5.1 introduce (oneself) *5.10 gratitude	6.1.1 interrupt *6.2 sequence communication *6.3 refocus or adjust communication *6.9 request questions or comments ----- *6.4 control speed *6.5 control volume *6.7 inquire about intelligibility
*Functions which appear in this task scenario. Those functions listed below the dotted line appear in this task scenario but are not included in the Enabling Objective for "CONVERSES".					

TSO Map

TSO MAAG / C.I.02 / SP

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ Job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.1 / 1-5

Functions Catalog: Iberian Spanish

Rolebooks: "QUESTOR", "ADVOCATE", "ADVISOR"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job Descriptions, Interview Data: JUSMG-MAAG, Madrid; AFR400-3, APM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

GREETING/INTRODUCTION 5.1/5.3.1-7/5.5.1/5.5.2/5.8/ 5.10/5.11/5.12/6.1.6	CONFIRMING THE RESULTS Report facts 1.1/1.2/2.1.1/2.1.2/4.7 Report thinking of other party 2.0 Intellectual Attitudes (All functions) 4.7 Report feelings of the other party 3.0 Emotional Attitudes (All functions) 2.1.1/2.1.2/4.7 Report actions to be taken 1.1/1.1/2.1.1/2.1.2/4.7
STATING THE PURPOSE Obtain/transfer factual information 1.1/1.2/1.3/2.2.1/4.2/6.8 Evaluate options 2.0 Intellectual Attitudes (All functions) Assess human reactions 3.0 Emotional Attitudes (All functions) Initiate actions 4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6	CLOSING Inquire about further concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/ 3.8/3.10 Close 5.2/5.4/5.10
ACTUALIZING THE PURPOSE Develop strategy Initiate communication 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Swason) (All functions) Control conversation flow 6.3/6.8.1/6.8.2/6.8.3	**CONVERSES" is used here for job-purposeful conversing only.

TERMINAL SKILL OBJECTIVE

No. MAAG / S.3.01 / SP

Page T.01

COMMUNICATIVE TASK

COMPONENTS

Role ☐ ADVISOR, ADVOCATE

Com Act ☐ "BRIEFS"

Audience ☐ small/large group
logistics, aircraft,

Topics ☐ management
transmit information,

Purpose ☐ instruct, report

STATEMENT

The student in the primary role of "ADVISOR", "ADVOCATE", "BRIEFS" others in the Spanish

language in a face-to-face situation on a small- or large-group basis, on one of the following topics:

logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training for the purposes of supplying information to decision makers, instructing, and reporting.

DOCUMENTATION: APM 50-29, AFR 400-3, PEACE (SIGMA) 1976,

APM 11-1 (III) report. Defense Treaty: Use of Military

Facilities in Spain, Job Descriptions for MAAG personnel,

JUSMC-MAAG, Madrid, Interview data: MAAG officers & support personnel, Madrid

CONDITIONS

PREPARATION TIME

2 hours

PERFORMANCE TIME

15 mins.

Materials/Equipment

dictionary, glossaries of blackboard, chalk, charts

military & technical terms, as needed, 3-10 persons

reference grammar acting as audience

REGISTER

Speech ☐ formal ☐ colloquial

Print ☐ technical ☐ literary ☐ informal

MacroSTANDARDS

DESCRIPTION The student will conduct a 15-minute, easily understood briefing in Spanish, using key vocabulary and language functions as defined in T.03 and T.04. Selected concepts from the topic area must be transmitted. Five questions on the topic asked by the instructor or audience members must be answered appropriately in the Spanish language, using grammar suited to the function and proper vocabulary items.

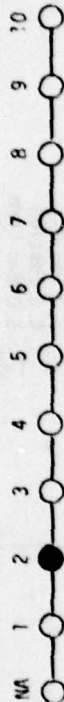
LPM INDICES

Functions

☒ 1.0 Fact Info
☒ 2.0 Intell Att
☒ 3.0 Emo Att
☒ 4.0 Suasion
☒ 5.0 Man Comm
☒ 6.0 Soc Rit

Vocabulary

☐ military
☐ technical
☐ other
See T.04



TSO No. MAAG / S.3.01 / SP

TSO

EO

TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Col. Adams: Buenas tardes, señores. General Verdejo, esta conferencia durará aproximadamente quince minutos. Primero les voy a hablar del tema y al final quedará tiempo para sus preguntas y comentarios.	5.1 greet 6.2 sequence communication	Colonel Adams gives a briefing to Spanish military officials of higher rank on a topic on which he is expert.
En la primavera de 1977, el equipo conjunto del Ejército del Aire Español y de la Fuerza Aérea de los Estados Unidos de América recomendó en su informe que se reestructurara el sistema de abastecimiento y logística.	4.4 advice	Adams addresses the presiding officer to declare the intentions of the briefing.
Dijo que la reorganización precisaría la conversión a un sistema mecanizado para la transmisión de información.	2.6 need	se reestructurara - The past subjunctive follows past tense verbs of request, command, suggestion, and recommendation.
El Ejército del Aire Español ha decidido aceptar esas recomendaciones.	2.1.1 agreement	
Así pues, se ha creado el Mando de Material para efectuar la coordinación de todas las actividades relacionadas con el abastecimiento y la	1.2 state factual information	



TSO No. MMAG / S.3.01 / SP
☐ TSO
☐ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>logística. El Mando de Material tiene la responsabilidad del <u>apoyo</u> logístico total que incluye planes y programas, <u>gestión</u> financiera, proceso de datos, servicios de distribución y gestiones de mantenimiento y material.</p> <p>Si se fijan en la pared <u>derecha</u>, verán un <u>organigrama</u> del Mando de Material. Pueden ver que la autorización viene del despacho central de administración y se distribuye a todos los <u>desófitos</u>.</p>	<p><u>apoyo</u> - support</p> <p><u>gestión</u> - management</p>	<p>2.8 obligation</p>	
	<p><u>fijarse</u> - notice, pay attention to</p> <p><u>derecha</u> - to your right</p> <p><u>organigrama</u> - organizational Chart</p> <p><u>se distribuya a</u> - flows to</p>	<p>6.3 refocus or adjust communication</p>	
<p>Se preguntarán, ¿cómo conseguiremos abastecimientos <u>bajo</u> este sistema? El departamento que necesite un artículo efectuará su <u>pedido</u> a través del centro de abastecimiento de la base. Ese centro comunicará el pedido al Mando de Material, al despacho central de proceso de datos, a través de los terminales</p>	<p><u>bajo</u> - under</p> <p><u>pedido</u> - order, request</p> <p><u>a través del</u> - by means of, through</p>	<p>2.4.1 possibility</p> <p>1.2 state factual information</p>	<p>se preguntarán - The future tense is used here to express "You may ask yourselves. . ."</p>

☐ TSO☐ EO

T.02

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V-20

TASK SCENARIO

remotos de la base - los "Central Remote Terminals" - que suelen ser llamados por las iniciales, C. R. T.

El ordenador central responderá si el pedido está disponible o no en la base del pedido. En caso de que tal material exista en la base, el gerente del inventario lo puede obtener del almacén propio. Si no está disponible en la base misma automáticamente el ordenador central o bien efectuará el registro del pedido en el correspondiente archivo en línea de entregas aplazadas o, si hay material disponible en alguna de las restantes bases, enviará un mensaje a esa otra para que el gerente del existencias pueda hacer trasladar el artículo a la base del pedido.

El sistema nuevo se ha instalado como experimento en la Base Aérea de Torrejón

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<u>disponible</u> - available	1.1 identify 1.2 state factual information	suelen ser llamadas - They are usually called. In Spanish the verb <u>soler</u> is often used as the adverb usually is used in English. EX: Suelo comer en casa - I usually eat at home.



TASK SCENARIO

durante los seis meses pasados. Después de un programa breve de entrenamiento, parece que el personal de abastecimiento ya se adaptó bien al sistema. Con ésto concluyo mi presentación formal, señores. Ahora, contestaré sus preguntas con mucho gusto.

Gen. Verdejo: Coronel Adams, con todos estos números y esa mecanización no estoy seguro de que el soldado pueda adaptarse. ¿Qué pasará si un camiónero levanta una caja que lleva escrito solamente una variedad de números y se entera y demasiado tarde que la caja contenía ácido en vasijas de vidrio?

Col Adams: Una pregunta muy acertada, señor. En el momento en que el soldado sin entrenamiento especial toma parte en el sistema de abastecimiento - por ejemplo en el transporte de material - se encontrará con códigos de carga que combinan

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
	2.12.2 ease	
	6.2 sequence communication 6.9 request questions comments	señores - gentlemen. A polite form, it is especially used in situations where respect must be shown.
	2.7.2 uncertainty 3.3.2 worry	
acertada - skillful, well-aimed	3.1.1 pleasure/liking 1.2 state factual information	The colonel compliments the quality of the question to show respect for the knowledge of his audience. señor - sir. Shows respect due to rank. (Sf. señor - Yes, sir.)
códigos de carga - cargo codes		

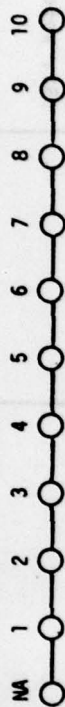
TSO No. MANAG / S.3.01 / SP

☒ TSO

☒ EO

T.02

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TASK SCENARIO

palabras y números que indican cuando el material es peligroso - si es venenoso, inflamable, explosivo, corrosivo, etcétera - y que precauciones se deben tomar - por ejemplo FRAGIL . . .
CUIDADO...NO LO ACERQUE AL FUEGO:

Gen. Verdejo: Gracias, Coronel Adams.
Su respuesta me ha tranquilizado.

Col. Adams: Bueno, señores, ¿hay más preguntas o comentarios? . . .
Parece que no. Si se les ocurre algo después, me pueden llamar por teléfono a la Misión Militar Americana, en el Ministerio del Aire. Gracias por su atención, señores.

| KEY TERMS
Vocabulary Items | FUNCTIONS
Major Descriptors | COMMENTS
Culture/References/Supplements | |--|---|--| | <u>peligroso</u> - dangerous
<u>venenoso</u> - poisonous
<u>inflamable</u> - flammable | | | | <u>CUIDADO</u> - HANDLE WITH CARE
<u>NO LO ACERQUE AL -</u>
<u>KEEP AWAY FROM</u> | 3.10 gratitude
3.3.2 worry | | | <u>respuesta</u> - answer
<u>tranquilizado</u> - calmed | 6.9 request questions and comments
4.3 invitations | | | <u>Si se les ocurre algo después</u> - If you think of something later | 5.10 gratitude | |

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information	*2.1.1 agreement 2.1.2 disagreement 2.4.1 possibility 2.4.2 impossibility 2.5.1 incapability *2.6 need 2.7.1 certainty *2.7.2 uncertainty *2.8 obligation 2.11 awareness 2.12.1 difficulty *2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear *3.3.2 worry 3.6 preference 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference 3.11 anticipation	4.1 suggestions 4.2 requests *4.4 advice 4.5 warnings 4.7 corrections ----- *4.3 invitations	*5.1 greet 5.5.1 introduce *5.10 gratitude	6.1.1 interrupt sequence communication *6.2 refocus/adjust *6.3 communication 6.4 control speed 6.5 control volume 6.7 inquire about intelligently *6.9 request questions and/or comments
* These functions appear in this task scenario. -- Functions listed under the dotted line appear in this task scenario but not in the "BRIEFS" enabling objectives.					

TSO Map

TSO MAA / 5.3.01 / SP

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO S.3 / 1-6

Functions Catalog: IBERIAN SPANISH

Rolebooks: "ADVISOR", "ADVOCATE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job descriptions, Interview data: JUSMG-MAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEFS"

<p>STATING THE PROBLEM (NEED OR REASON)</p> <p>Gain attention</p> <p>3.7/5.1/5.5.1/6.1.1/6.2/6.3</p> <p>Clarify/State the problem</p> <p>1.1.1/2.2.1.1/2.1.2/2.6/2.7.1/2.7.2/2.11/3.10.1</p>	<p>RECOMMENDING REQUIRED ACTIONS</p> <p>4.1/4.4/4.5/4.7/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.2.1/3.2.2/3.11</p>
<p>INTRODUCING KEY TERMS</p> <p>Define required terms</p> <p>1.1.1.2/2.6</p> <p>Provide special definitions</p> <p>1.1.1.2</p>	<p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>Encourage questions</p> <p>6.9</p> <p>Answer questions</p> <p>1.1.1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/2.13/3.5/3.9.1/3.10.1/3.10.2</p> <p>Monitor presentation</p> <p>6.4/6.5/6.7</p> <p>Acknowledge emotional attitudes</p> <p>3.1.1/3.1.2/3.3.2/3.10.1/3.10.2</p> <p>Provide supportive correction; recommend; caution</p> <p>2.10.1/2.10.2/3.2.1/4.7/4.1/4.2/4.4/4.5</p> <p>Close</p> <p>5.10</p>
<p>REPORTING FINDINGS AND/OR BACKGROUND INFORMATION</p> <p>Order events chronologically</p> <p>1.1.1.2/6.2</p> <p>Order events according to significance</p> <p>1.1.1.2/2.6/2.8/2.13/3.2.1/3.10.1/3.10.2/6.2</p>	
<p>LISTING ALTERNATIVE SOLUTIONS</p> <p>Report optimal alternative</p> <p>1.1.1.2/2.5.1/2.6/3.2.1/3.6/3.9.1</p> <p>Report other alternatives</p> <p>1.1.1.2/2.5.1/2.5.2/3.2.1/3.2.2/3.9.1/3.9.2</p>	

TERMINAL SKILL OBJECTIVE

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DOCUMENTATION: AFR 400-3, AFM 50-29, PEACE (SIGMA) report
Interview data: MAAG officers & support personnel, Madrid
Defense Treaty: Use of Military Facilities in Spain, 1976
Job descriptions for MAAG personnel, JUSMC-MAAG, Madrid

COMMUNICATIVE TASK

STATEMENT

The student, in the role of "ADVISON", "ADVOCATE", or "QUESTOR", talks on the "TELEPHONE" with simulated Spanish military personnel in Spanish on a one-to-one basis on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training, for the purpose of exchanging information.

COMPONENTS

Role "ADVISON", "ADVOCATE",
or "QUESTOR"
Com Act "TELEPHONES"
Audience single Spanish speakers
logistics, aircraft,
Topics management
Purpose exchange information

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	
Materials/Equipment	Materials/Equipment
Spanish and English lan-	Spanish technical manuals
guage technical glossaries, as appropriate	
manuals as appropriate, reference, grammar	
REGISTER	
Speech	Print
x techno-jargon	technical
x formal	literary
x colloquial	informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 15-minute simulated phone conversation with a Spanish counterpart and secretary in which (s)he obtains and notes answers to three questions on a selected technical topic using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES

Functions	Vocabulary
1.0 Fact Info	military
2.0 Intell Att	technical
3.0 Emo Att	other
4.0 Suasion	
5.0 Man Comm	
6.0 Soc Rit	See T.04

☐ TSO
☐ EO

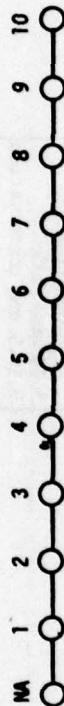


TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>S=Secretary/USC=U.S.Colonel/ S.C=Spanish Colonel</p> <p>S: <u>Dígame.</u></p> <p>U.S.C: Buenas tardes, señorita. <u>¿Me puede poner con el Coronel Rodríguez Cisneros?</u></p> <p>S: <u>Se ha confundido</u>, lo siento.</p> <p>U.S.C: Perdona.</p> <p>S: <u>Dígame.</u></p> <p>U.S.C: Buenas tardes, señorita. <u>¿Sería tan amable de comunicarme con el Coronel Rodríguez Cisneros?</u></p> <p>S: <u>¿De parte de quién?</u></p> <p>U.S.C: De parte del Coronel Johnson.</p> <p>S: Un momento, por favor.</p> <p>En este momento no puede atenderle. <u>¿Quiere esperar, desea que le diga algo, o prefiere llamar más tarde?</u></p> <p>U.S.C: Bien, espero, gracias.</p> <p>S.C: <u>Dígame.</u></p>	<p><u>dígame</u>-tell me/hello</p> <p><u>me puede poner con</u> -can you connect me with</p> <p><u>se ha confundido</u>-you have become confused, you have the wrong number</p> <p><u>¿De parte de quién?</u>-Who's calling, please?</p>	<p>5.16.1 answer</p> <p>5.16.2 respond to answer</p> <p>5.16.3 request to speak to someone</p> <p>5.16.5 wrong number</p> <p>5.16.1 answer</p> <p>5.16.2 respond to answer</p> <p>5.16.3 request to speak to someone</p> <p>5.16.4 respond to such request</p> <p>5.16.7 hold</p> <p>5.16.8 messages</p> <p>5.16.1 answer</p>

The conversants are not well acquainted and therefore use the formal form of address-"usted"-throughout.

Coronel Rodríguez Cisneros-When requesting to speak to someone, his or her title and full name, including both surnames, should be used.



TASK SCENARIO

U.S.C: Buenas tardes, Coronel Rodríguez. Habla
el Coronel Johnston.

S.C.: ¿En qué puedo ayudarle?

U.S.C: Quisiera confirmar lo referente a los
pilotos que viajarán a la Base Aérea de
MacLaughlin el mes que viene. Recibí su
carta del 16 del presente con los nombres
de los cinco pilotos escogidos para el
entrenamiento. ¿Ya tienen todos sus
pasaportes?

S.C: Sí, Coronel. Sólo falta que reciban las
vacunas requeridas, que serán
puestas . . . déjeme ver el calendario . .
eso es . . . el miércoles que viene o sea
el día 23. Todos están muy entusiasmados
por el viaje. Le agradezco la llamada.

KEY TERMS
Vocabulary Items

Habla (el) is speaking
("el" used before a
title such as "coro-
nel," "Señor," etc.)

escogidos-chosen

requeridas-required
serán puestas-will be
given (shots)
o sea-or in other words

Le agradezco-I'm grate-
ful to you for

FUNCTIONS
Major Descriptors

5.16.2 response to
answer

2.2.1 an offer

1.2 state factual
information

1.3 seek factual
information

1.2 state factual
information

3.1.1 anticipation

5.10 gratitude

COMMENTS
Culture/References/Supplements



TASK SCENARIO

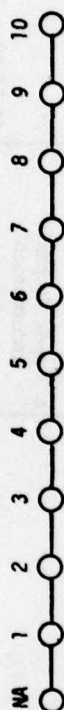
KEY TERMS

FUNCTIONS

COMMENTS

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
De paso desearía pedirle un favor. U.S.C: <u>Estoy para</u> ayudarle en todo lo que pueda.	<u>estoy para</u> -I am ready	4.2 requests 2.2.1 an offer	<u>desearía</u> - the use of the conditional is a more polite way to make a request
S.C.:¿Podría venir usted a <u>hablar</u> con los pilotos que van a participar en el programa de entrenamiento? Tienen muchas preguntas sobre la base, el país, y el viaje - y como usted lo conoce todo muy bien . . .		4.2 requests 1.2 state factual information	en todo lo que pueda- the subjunctive of "poder" is used since the speaker is not absolutely certain about his ability to be helpful. podría-the conditional form of "poder" is used to soften the request to a more polite tone.
U.S.C: Pues, sí, sin problema ninguno. ¿Qué fecha sería conveniente que yo pasara por allí?		2.5.1 canability 3.6 preference	como usted lo conoce todo muy bien- It is a common form of flattery to note another's expertise or knowledge when making a request.
S.C: A su elección. U.S.C: Entonces,¿qué le parece si los visito el jueves que viene por la mañana - como a las diez y media?		3.10.2 unimportance/indifference 3.6 preference	en la tercera planta-Building floors are enumerated so that the first or ground floor is PB (planta baja). The next floor up (2nd floor, USA) is the "1 ^a planta," etc. Therefore, the "tercera planta" (3 ^a planta) is equivalent to the 4th floor in the U.S.
S.C: Excelente. <u>Me encontrará</u> en mi despacho en la tercera planta. Muchísimas gracias. U.S.C: Bueno, no quiero molestarle más.	<u>me encontrará</u> -you will find me	2.1.1 agreement 1.2 state factual information 5.10 gratitude 5.16.9 end conversation	

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TASK SCENARIO

KEY TERMS Vocabulary Items

FUNCTIONS Major Descriptors

COMMENTS Culture/References/Supplements

S.C: Ha sido un placer hablar con usted.

U.S.C: Muy amable. Entonces, nos vemos el
jueves.

S.C. De acuerdo. Adiós.

U.S.C: Adiós.

un placer-a pleasure

de acuerdo-agreed

5.16.10 take leave



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>O=operadora/ U.S.C.=U.S. Colonel</p> <p>O: ¿Qué ciudad desea?</p> <p>U.S.C: Señorita, deseo una conferencia interna- cional a los Estados Unidos, a</p> <p><u>cobro revertido</u>.</p> <p>O: ¿A qué ciudad?</p> <p>U.S.C: Miami, Florida.</p> <p>O: ¿Qué número?</p> <p>U.S.C: Le digo primero el <u>prefijo</u> -</p> <p>3-0-5-4-9-6-3-4-8-2.</p> <p>O: ¿A nombre de quién?</p> <p>U.S.C: El Capitán Ralph Houston.</p> <p>O: ¿De parte de quién?</p> <p>U.S.C: El Coronel John Whitlow.</p> <p>O: Tendrá que esperar quince minutos.</p> <p>¿Le interesa la conferencia?</p> <p>U.S.C: Sí, gracias.</p> <p>O: Dentro de quince minutos le volveremos a llamar. ¿Cuál es su teléfono?</p> <p>U.S.C: 64-27-39.</p> <p>O: Gracias, señor.</p>	<p><u>población</u>-city or town</p> <p><u>a cobro revertido</u>- collect</p> <p><u>prefijo</u>-prefix</p>	<p>5.16.6 long distance</p> <p>3.6 preference</p> <p>3.7 intention</p> <p>1.3 seek factual information</p> <p>1.2 state factual information</p> <p>5.16.10 take leave</p>	<p><u>prefijo</u>-If you intend to give the area <u>code</u> of a number, tell the operator so that she will not be confused (several major Spanish cities also have area codes now and can be called without operator assistance.)</p> <p>3-0-5-When speaking to an operator, phone num- bers are often called as single digits to avoid miscommunication.</p> <p>¿A nombre de quién?-Whom are you calling?</p> <p>¿De parte de quién? - Who is calling?</p> <p><u>Tendrá que esperar</u> - long distance calls are often delayed.</p> <p>¿Le interesa la conferencia? - Are you still interested in the call despite the delay?</p> <p>64-27-39 - It is common practice to break a phone number into two-digits when reciting it.</p>

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes *1.2 state factual information *1.3 seek factual information	2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.7.1 certainty 2.7.2 uncertainty 2.8 obligation 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission 2.10.1 denial 2.10.2 affirmation/confirmation 2.11 awareness 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.4 hope 3.5 surprise *3.6 preference *3.7 intention 3.8 want 3.9.1 approval 3.9.2 disapproval 3.10.1 importance *3.10.2 unimportance/indifference *3.11 anticipation	4.1 suggestions *4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 directions/instructions/ commands 4.7 corrections	5.1 greet 5.5.1 introduce 5.5.2 respond to introduction *5.16.1 answer *5.16.2 respond to answer *5.16.3 request to speak to someone *5.16.4 respond to such request 5.15.5 wrong number *5.16.6 long distance *5.16.7 hold messages *5.16.8 end conversation *5.16.9 take leave	6.3 refocus and/or adjust communication 6.5 control volume 6.7 comment or inquire about intelligibility 6.8.1 change topic

*These functions appear in these task scenarios.

TSO Map

TSO WAG / C.2.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 ④ 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 C.2 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: "ADVISOR", "ADVOCATE", "QUESTOR"

Special Vocabulary: V2.1-5, V3.1-3, V4.1.4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job description, interview data: JUSAG-WAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

V-32

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TELEPHONES"

<p>GREETING/INTRODUCTION 5.16.1-8/5.1.1/5.1.2/5.5.1/5.5.2</p>	<p>CONFIRMING THE RESULTS Report facts 1.1/1.2/2.1.2/2.1.2/4.7 Report Thinking of the Other Party 2.0 Intellectual Attitudes (All functions) 4.7 Report Feelings of the Other Party 3.0 Emotional Attitudes (All functions) 2.1.1/2.1.2/4.7 Report Actions to be Taken 1.1/1.2/2.1.2.1.2/4.7</p>
<p>STATING THE PURPOSE Obtain/Transfer Factual Information 1.1/1.2/1.3/2.2.1/4.2/6.8 Evaluate Options 2.0 Intellectual Attitudes (All functions) Assess Human Reactions 3.0 Emotional Attitudes (All functions) Initiate Actions 2.4.1/2.4.2/2.5.1/2.5.2/2.6/4.2</p>	<p>CLOSING Inquire about Further Concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/3.8/3.10 Close 5.10/5.16.9/5.16.10</p>
<p>ACTUALIZING THE PURPOSE Develop Strategy Initiate Communication 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Suasion) Communications Management 6.3/6.5/6.7/6.8.1</p>	

TERMINAL SKILL OBJECTIVE

Page T.01

No. MAAG / C.6.01 / SP

DOCUMENTATION: APM 50-29, APR 400-3, PEACE (SIGMA) 1976, APM

11-1 (III) report. Defense Treaty: Use of Military Facili-

ties in Spain, Job Descriptions for MAAG personnel, JUSNG-

COMMUNICATIVE TASK

COMPONENTS

Role "AIDE"

Com Act "FACILITATES"

Audience individuals/small group
logistics, aircraft,
management

Topics transmit cognitive,
affective information

Purpose

STATEMENT

The student in the role of "AIDE", "FACILITATES" face-to-face communication among one/few Spanish military

personnel (simulated) and U.S. (native English-speaking) military personnel in the Spanish language on the

following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance;

planning: training management, for the purpose of transmitting cognitive and affective information.

MAAG, Madrid. Interview data: MAAG officers & support per-

sonnel, Madrid

CONDITIONS

PREPARATION TIME

1 hour

PERFORMANCE TIME

10 min.

Materials/Equipment

Materials/Equipment

dictionary, glossary of schedules, etc., pocket

technical terms, materials dictionary

particular to event (e.g.,
tour schedules)

REGISTER

Speech

techno-jargon

formal

colloquial

Print

technical

literary

informal

MacroSTANDARDS

DESCRIPTION The student will facilitate conversation on a selected topic

between a M.S. Spanish (simulated) and an M.S. English (simulated) neither

of whom is fluent in the other's language for 15 minutes without allowing

the conversational flow to stop for more than 15 seconds.

LPM INDICES

Functions

x 1.0 Fact Info

x 2.0 Intell Att

x 3.0 Emo Att

x 4.0 Suasion

x 5.0 Man Comm

x 6.0 Soc Rit

Vocabulary

x military

x technical

x other

See T.04



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TASK SCENARIO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>F=Facilitator/SG=Spanish General/USG=U.S. General</p> <p>F: Buenas tardes, General Guzmán. ¿Cómo está usted?</p> <p>S.G.: Muy bien, gracias, ¿y usted?</p> <p>F: Muy bien. Soy el Coronel Jeff Forrester quien <u>les acompañará</u> en el tour de la base.</p> <p>S.G.: Mucho gusto.</p> <p>F: Igualmente. Tengo el gusto de presentarle al General George Davidson. <u>Acaba de</u> llegar a España y, <u>como usted ya sabe</u>, quiere conocerle a usted y saber de la base.</p> <p>S.G.: Pleased to meet you. I hope your stay here will be very pleasant.</p> <p>U.S.G.: Thank you sir. The pleasure is mine.</p> <p>I see you speak English quite well.</p> <p>S.G.: Oh, thank you. But my English is not very good.</p> <p>U.S.G.: Yo hablo español - un poquito.</p>	<p><u>Les acompañará</u> - I will accompany you</p> <p><u>acaba de</u> - he just</p> <p><u>como usted ya sabe</u> - as you already know</p>	<p>5.1 greet</p> <p>5.5.1 introduce</p> <p>3.7 intention</p> <p>5.5.2 responds to introduction</p> <p>5.5.1 introduce</p> <p>1.2 state factual information</p> <p>5.5.2 respond to introduction</p> <p>5.3 open conversation/engage in small talk</p> <p>2.5.1 carability</p>	<p>A U. S. General new to Spain is given a tour of a SAG base, hosted by a SAG General. A U.S. Colonel serves as a facilitator by explaining and paraphrasing communication as necessary.</p> <p>presentarle, conocerle - Even though the direct object pronoun <u>lo</u> is indicated grammatically, it is common in Spain to substitute the indirect object pronoun <u>le</u> as a more polite form.</p> <p>It is a common courtesy to attempt to use as much of a visitor's native language as possible without seriously impeding communication. Efforts on the part of foreigners to speak in Spanish are appreciated.</p>

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TASK SCENARIO

KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

S.G.: ¡Qué bien! Así, entre todos nos entenderemos, ¿verdad?

F: Eso es.

S.G.: Bueno, General Forrester, ¿qué parte de la base le interesaría más?

U.S.G.: Todo, todo. Estoy aquí para . . para . . how do you say get to know?

F: conocer

U.S.G.: Estoy aquí para conocer todo.

S.G.: Muy bien. Es un placer para mí servirle de guía. Aquí tiene un mapa de la base.

U.S.G.: Gracias.

S.G.: Estamos aquí - en la équis. La base consta de veinte kilómetros cuadrados.

F: That's about twelve and a half square miles, sir.

U.S.G.: Muy grande, ¿verdad?

S.G.: Sí, lo es. Quélese con el mapa y se orientará.

équis - X (the letter)

consta de - consists of, is made up of

cuadrados - square

quélese con - keep

3.1.1 pleasure/liking

2.10.2 affirmation/
confirmation

3.6 preference

6.10 translation/
explanation/
clarification

3.7 intention

3.1.1 pleasure/liking

2.2.1 an offer

5.10 gratitude

1.1 identify

1.2 state factual
information

3.5 surprise

2.1.1 agreement
2.2.1 an offer

The facilitator provides unsolicited information to ensure understanding of concepts as well of words.

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TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>mientras</u> - while</p> <p><u>damos una vuelta</u> - we take a walk or drive around</p>	<p>6.7 comment on intelligibility</p> <p>6.10 request or offer</p>	
	<p>5.10 gratitude</p> <p>4.1 suggestion</p> <p>4.3 invitations</p> <p>6.10 translation/explanation/clarification</p> <p>5.10 gratitude</p> <p>6.1 identify</p>	<p>lo que quiera - whatever you want. The subjunctive of <u>querer</u> is used since what is desired is not specified.</p>
<p>Requerimientos Y Distribución</p> <p>requirements and distribution</p> <p><u>ordenador</u> - computer</p> <p><u>nos servimos de</u> - we benefit from, take advantage of</p> <p><u>enlazado con</u> - linked to</p> <p><u>red</u> - net</p> <p><u>microondas</u> - microwaves</p>	<p>6.1.1 interrupt</p> <p>6.7 comment on unintelligibility</p> <p>6.10 request or offer translation/explanation/clarification</p>	

tará mientras damos una vuelta a la base.

U.S.G: I'm sorry. I didn't understand that.

F: He said to keep the map and that you'll become better oriented as we tour the base.

U.S.G: Muchas gracias.

S.G.: Let's go. Pregunte usted lo que quiera.

F: He says to ask whatever you want.

U.S.G: Muy amable.

S.G.: Esto es el centro de Requerimientos y Distribución. Hace un año se instaló un sistema automático que utiliza un ordenador central para el Ejército del Aire Español. En esta base nos servimos de un terminal remoto que está enlazado con el ordenador central por una red de comunicaciones de microondas.

U.S.G: Perdón - un momento. Tengo dificultad en seguirle. Could you summarize for me what

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TASK SCENARIO

he said toward the end there?

F: Yes sir. This base has a remote computer terminal which is linked to the SAP central computer by a microwave communications net.

U.S.G: I see. Ask him where the central computer is located.

F: Le quiere preguntar donde está el ordenador central.

S.G: Está situado en Cuatro Vientos, otra base. Mantiene las cuentas de los registros de stock de todos los depósitos y bases. Además, incluye las funciones de catalogación, contabilidad financiera, inventario, y determinación de necesidades y control de stock y distribución.

U.S.G: How do you say must be?

F: debe ser

U.S.G: Debe ser un sistema muy eficiente.

KEY TERMS Vocabulary Items

FUNCTIONS Major Descriptors

COMMENTS Culture/References/Supplements

1.2 state factual information

6.7 comment on intelligibility
6.10 translation/explanation/clarification

1.3 seek factual information

1.2 state factual information

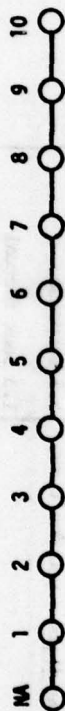
6.10 translation/explanation/clarification

3.9.1 approval

The facilitator does not translate literally or simultaneously, but paraphrases communication.



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.G: Lo es. Ya casi no hay <u>pérdida</u> de material y conseguimos los artículos <u>pedidos</u> con mucha más rapidez.	<u>pérdida</u> - loss, waste <u>pedidos</u> - orders	3.2.1 satisfaction	
S.G: Entrenamos al hangar y verán los Beechcraft C-12 que se acaban de comprar.		4.1 suggestions	
U.S.G: ¿Cuántos aviones tienen?		1.3 seek factual information	
S.G. ¿En esta base?		6.10 translation/explanation/clarification	
U.S.G: Sí, en esta base - Tell him I mean how many C-12s.		1.3 seek factual information 1.2 state factual information	
F: Quiere saber cuántos C-12 hay en esta base.		3.9.1 approval	
S.G: Aquí tenemos nueve de estos aviones de carga. Además tenemos seis aviones de combate modelo F-16.		2.1.1 agreement	
U.S.G: El F-16 es un avión magnífico.		1.2 state factual information	
S.G: Efectivamente. Es de alta calidad y pesa la mitad que otras <u>cazas</u> . Además el costo del avión es muy bajo.	<u>cazas</u> - fighters	4.6 directions/instructions/commands	
U.S.G. Ask him about the speed of the plane.			

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TASK SCENARIO

F: ¿Qué velocidad alcanza?

S.G: Del orden del Mach 2.

Es de nuestra responsabilidad en esta base el entrenar a los mecánicos de aviones. Ya terminados sus estudios, salen a trabajar en todas las bases de España. This base is much like a training school. We have many new - ¿Cómo se dice reclutas?

F: recruits

S.G: We have many recruits here - very young.

U.S.G: Tell him my oldest son is now a recruit in the U.S. Air Force at a base very much like this one.

S.G: Le entenderé todo menos el final.

F: Dijo que la base en que está de recluta su hijo es muy parecida a ésta.

S.G: Qué bien. De tal palo, tal astilla. Debe de estar muy orgulloso. You are very proud,

COMMENTS
Culture/References/SupplementsKEY TERMS
Vocabulary ItemsFUNCTIONS
Major Descriptorsalcanza - reach

1.3 seek factual information
1.2 state factual information
2.8 obligation

salen - leave, go out

1.2 state factual information

6.10 translation/explanation/clarification
1.2 state factual information

5.3 engage in small talk

6.7 comment on intelligibility
6.10 offer translation/explanation/clarification

3.1.1 pleasure/liking

Talking about one's own family implies that friendship and trust are building. Inquiry about someone else's family if it has not been a topic of conversation before presumes too much and is perceived as nosiness.

De tal palo, tal astilla -
A chip off the old block
orgulloso - proud

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TASK SCENARIO

KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

no?

U.S.G: Yes, very.

S.G: Yo también tengo un hijo pero tiene solamente quince años. Sin embargo ya pienso matricularse en el Instituto Nacional Técnico Aeronáutico. ¿Qué le parece - sería más cómodo tutearnos.

U.S.G: I'm sorry - what did he say?

F: He would like to use the informal tú form of address with you - it's a sign of trust and friendship.

U.S.G: Sí, como no.

S.G: Muy bien. ¿Tienes otros hijos?

U.S.G: Sí, tengo dos hijas.

How do you say I'm also a grandfather.

F: También soy abuelo.

S.G: No me digas - que eres abuelo también.

¿ Cuántos nietos tienes?

2.10.2 affirmation/confirmation
1.2 state factual information
3.7 intention

2.9.1 request for permission

6.10 translation/explanation/clarification

2.9.2 granting of permission
1.3 seek factual information

6.10 translation/explanation/clarification

3.5 surprise

1.3 seek factual information

matricularse - enroll in a school

¿Sería más cómodo tutearnos? - Would it be easier to address each other by tú? After talking at a personal level, one party may suggest switching to the informal mode. The switch should not be made without first requesting to do so. It is more appropriate for a superior or the host to request the change.

It would be very rude to refuse to change to the familiar form of address.

No me digas - you don't say

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TASK SCENARIO

KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

U.S.G: ¿Nietos?
F: Grandchildren.
U.S.G: One - uno - Tengo un nieto. Tiene dos años.
S.G.: Los hijos son una alegría ¿verdad?
U.S.G: Me gusta mucho.
S.G: ¿Qué os parece si vamos al Club de Oficiales a tomar unas tapas.
U.S.G: ¿Tapas?
F: They're appetizers, sir. Really delicious.
They usually have quite an array - everything from mushrooms to lobster.
U.S.G: Sounds good. Tengo hambre.
S.G: Os invito. Allí podremos hablar más a gusto.

alegría - joy

Os invito - I invite you. This sentence implies that the person inviting will serve as host and will pay all expenses. However, if the evening is long, it will be appropriate to offer to buy a round for everyone - but never to split the check.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information *1.3 seek factual information	2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.7.1 certainty 2.7.2 uncertainty 2.8 obligation 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission 2.10.1 denial 2.10.2 affirmation/confirmation 2.11 awareness 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/dislike *3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.4 hope *3.5 surprise 3.6 preference 3.7 intention *3.8 want 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference 3.11 anticipation	*4.1 suggestions 4.2 requests *4.3 invitations 4.4 advice 4.5 warnings *4.6 instructions/commands 4.7 corrections	*5.1 greet *5.3 open conversation talk *5.5.1 introduce *5.5.2 respond to introduction 5.10 gratitude	*6.1.1 interrupt *6.7 comment on or inquire about intelligibility *6.10 offer or request translation/explanation/clarification

*These functions appear in these task scenarios.

TSO Map

TSO MAG / C.6.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.6 / 1-3

Functions Catalog: IBERIAN SPANISH

Ref: books: "AIDE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job descriptions, Interview data: JOSEPH-1996, MEDIC, APR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "FACILITATES"

<p>DETERMINING THE PURPOSE Meet with Responsible Party (RP) Brief RP on key factors Recommend a communicative strategy</p>	
<p>FACILITATING THE INTERCOMMUNICATION Follow established protocol Carry out special requests of the RP Facilitate social interaction/monitor the effectiveness of communication 5.1/5.3/5.5.1/5.5.2/5.10/5.1.1/6.7/6.10 Report/Inquire as required 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Suasion) (All functions)</p>	
<p>FOLLOWING-UP Debrief with RP Carry out immediate actions requested by the RP</p>	



TSO No. NAAG / B-2.01 / SP
☐ TSO
☐ EO

TASK SCENARIO

Col. Henry Adams, USAP
 Jefe Sección
 Fuerza Aerea, NAAG

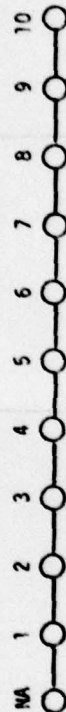
Querido Col. Adams:
 En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navegación VOR/TLS/NA/ARV 235, y ante la dificultad de encontrar personal con un ECL:70, toda vez que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comunica que se renuncia a dicho curso, el cual, por otra parte, podría ser resuelto por el sistema O.J.T.
 Queda suyo afine

KEY TERMS
 Vocabulary Items

FUNCTIONS
 Major Descriptors

COMMENTS
 Culture/References/Supplements

en relación con/in relation to	1.1 identify	Spanish letters often consist of a single lengthy sentence rather than a series of short sentences as is usually true of American letters.
del actual/of this month	1.2 state factual information	The terms "del actual" & "de los corrientes" appear often in letters, referring to a date in the present month.
especialista de navegación/navigation specialist	2.12.1 difficulty	infinitive used as a progressive
ante...de encontrar/considering the difficulty of finding		"desarrollo" occurs often in training letters. Often it refers to a course being developed; here it refers to a course in progress.
toda vez que/in as much as		podría ser resuelto/conditional & infinitive
en pleno/in the middle of		a frequent construction in letters
se renuncia a/give up		
O.J.T.-on-the-job training, adopted from English without alteration		



TASK SCENARIO

Col. Henry Adams, USAP
Jefe Sección
Fuerza Aérea, MWAG

Querido Col. Adams:

Procedentes del Mando de Material,
adjunto le remito impresos FORM 120 REV
que relacionan diversos repuestos es-
pecíficos de helicópteros SIKORSKI,
H.191, dado de baja en el servicio hace
ya algunos años, seleccionados en la
Maestranza Aérea y clasificados por
clases federales y valoración.

Dado que el citado helicóptero perte-
neció a Ayuda Americana, se ruega a ese
MWAG informe sobre la devolución de
tales repuestos que se encuentran deposti-
tos en la referida Maestranza Aérea.

KEY TERMS Vocabulary Items

FUNCTIONS Major Descriptors

COMMENTS Culture/References/Supplements

Mando de Material/Material
Command
adjunto/attached
repuestos/spare parts

1.2 state factual
information
1.1 identify

dado de baja en el servicio/
taken out of service

hace ya/ago

Maestranza Aérea/Air Armory
valoración/appraisal

dado que/since

se ruega/it is requested
devolución/return
depositados/stored

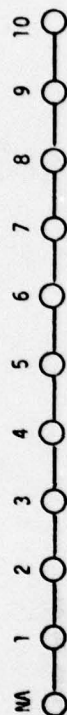
1.2 state factual
information
4.2 requests

English-language terms and abbreviations
are dropped into Spanish texts without
translation.

Many letters contain the formula: It is
requested of X & subjunctive dependent
clause. It is important to be able
to translate the subjunctive.

T.02

Page 3 of 3



MAAG / R.2.01 / SP

T50

E0

TASK SCENARIO

Queda de Vd. atto.Anexo:
Impreso FORM 120 REVKEY TERMS
Vocabulary ItemsQueda de Vd. atto./ roughly
"sincerely"Anexo/attachmentFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAAG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, NSAF
Jefe Sección
Fuerza Aérea, MAAG

Querido Col. Adams:

En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navegación VOR/ILS/AN/ARN 235, y ante la dificultad de encontrar personal con un EL: 70, ya que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comunica que se renuncia a dicho curso, el cual, por otra parte, podría ser resuelto por el sistema O.J.T.

Queda suyo afm.

Col. Henry Adams, USAF
Jefe Sección
Fuerza Aérea, MAAG

Querido Col. Adams:

Procedentes del Mando de Material, adjunto le remito impresos FORM 120 REV referentes a repuestos específicos de helicópteros SIKORSKI, H. 191, dado de baja en servicio hace ya algunos años, seleccionados en la Maestría Aérea y clasificados por clases federales y valoración. Dado que el citado helicóptero perteneció a Ayuda Americana, se reuega a ese MAAG informe sobre la devolución de tales de los repuestos que se encuentren depositados en la referida Maestría Aérea.

Queda de Ud. atto.

Anexo: Impreso FORM 120 REV

TSO Map

TSO MAAG / R.2.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO R.2 / 1-3

Functions Catalog: IBERIAN SPANISH

Rolebooks: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, interview data: JUSC-400G, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "SCANS"

<p>DETERMINING INFORMATION NEEDS</p> <p>Prespecify items or data</p> <p>Prespecify general information areas</p> <p>List prespecified information needs on SCANNING WORKSHEET</p>	<p>SCANNING FOR PRESPECIFIED DATA</p> <p>Underline or highlight data</p> <p>List data</p> <p>Determine the functional environment for each datum</p> <p>1.0 Factual Information (All functions)</p> <p>2.0 Intellectual Attitudes (All functions)</p> <p>3.0 Emotional Attitudes (All functions)</p> <p>4.0 Getting things done (Suasion)</p> <p>List each functional environment</p>	<p>SCANNING FOR ADJUNCTIVE DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING)</p> <p>Circle additional data</p> <p>List data</p> <p>Determine functional environment</p> <p>1.0 Factual Information (All functions)</p> <p>2.0 Intellectual Attitudes (All functions)</p> <p>3.0 Emotional Attitudes (All functions)</p> <p>4.0 Getting things done (Suasion)</p> <p>List each functional environment</p>
		<p>SUMMARIZING</p> <p>Draw conclusions</p> <p>Recommend actions to be taken</p>

TERMINAL SKILL OBJECTIVE

No. MAAG / R.1.01 / SP

COMMUNICATIVE TASK

COMPONENTS

Role	N/A

Com Act

Audience	N/A
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Topics	logistics, aircraft, management
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Purpose	for action	obtain information
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STATEMENT

The student "REVIEWS" in depth letters/memoranda written in the Spanish language on one or more of the

following topics: logistics; supply, maintenance, data processing; aircraft; operations, performance

management: planning, training, for the purpose of obtaining information which results in a multi-faceted or long-term response.

CONDITIONS

PREPARATION TIME

1 hour

Materials/Equipment

reference grammar, military

tary & technical glossa- & technical glossaries,

ries (Eng. & Span.), Span- (Eng. & Span.), Spanish

fish dictionary REGISTER dictionary

Speech Print

— **techno-jargon** — **technical**

- formal
- colloquial
- literary
- informal

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100	100

1

MacroSTANDARDS

DESCRIPTION The student will write a response in English to a reviewed communication in 45 minutes. The response will discuss the topic and propose an appropriate course of action; it will employ correct terminology (see T.04) and follow stylistic conventions.

LPM INDICES

Functions

x	1.0 Fact Info
<u>x</u>	2.0 Intell Att
<u>x</u>	3.0 Emo Att
<u>x</u>	4.0 Suasion
<u> </u>	5.0 Man Comm
<u>x</u>	6.0 Soc Rit

Vocabulary

<u>x</u>	military	
<u>x</u>	technical	
	other	
		See T.04

See T.04

177 TSO

177 EO

Col. Henry Adams, USAP
Jefe Sección Puerza Aérea,
MAAG

Asunto:

Querido Col. Smith:

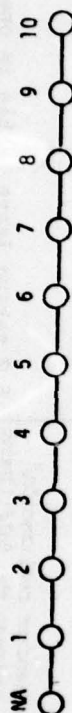
Como continuación a la carta de esta
Comisión de Enlace num. 63 de fecha
30 de Enero 1984, la Jefatura del Ser-
vicio de Transmisiones comunica la ne-
cesidad de que personal cualificado de
USAP realice una revista total sobre
el sistema de comunicaciones 1800 del
G.C.A. de la Base Aérea de Montana,
de acuerdo con el contrato de arrien-
do de las radios y de la G.C.A.
Asimismo se estima necesario que el
personal mantenimiento de la Es-
cuadrilla de Transmisiones de la citada
Base pueda realizar un mantenimiento
efectivo sobre el sistema 1800, para lo
cual podría presentarse la realización
del "OVERHAUL" sobre el citado sistema.

Atentamente

Queda suyo affmo.



KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
asunto/subject		
enlace/liaison num.-numero/number jefatura/headquarters	1.1 identify	Many letters refer to previous correspon- dence or conversations. Numbers and dates are very important in letters; they usually appear as numerals rather than words.
USAP-very often English terms & abbreviations will be used untranslated	2.6 express need	realice - subjunctive is used because the names of the personnel involved are not specified. The ability to recognize and read subjunctive forms is important in dealing with letters.
de acuerdo con/in agreement with radios y de radio-assisted	2.6 express need	expressions of necessity require a subordinate clause, subjunctive form
esquadrilla de transmisiones/ comunicaciones squad de la citada/of the afore- mentioned mantenimiento/maintenance	4.1 suggest	"citada" and "dicha" appear often in letters used to refer to an earlier part of the letter
presenciar realización/ witness the fulfillment	5.2 taking leave	This is one of several expressions equivalent to "sincerely".



TASK SCENARIO

Col. Henry Adams, USAP
 Jefe Sección Fuerza Aérea,
 MMAG

Querido Cor. Adams:

En relación a las cartas de ese MMAG,

AMS de fecha 21-2-78 y AFMS-66 del 10

de los corrientes, el Mando de Material

comunica que, de acuerdo con el punto

40 de la carta del AFIC MMS del 21-2-78

considera que debe aceptarse la Modifi-

cación de Seguridad de Clase IV (Class

IV Safety Modification) por lo que se

fixa a ese MMAG efectúe los trámites

oportunos para la adquisición de 91

KITS, con destino a los aviones F5 del

Ejército del Aire.

Dicha adquisición, cuyo coste aproximado

es de \$3.983,07, deberá ser gestionada

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
de fecha/dated 1º-primer/first	1.1 identify	European date recording takes the order day-month-year, in contrast with the month-day-year order used in the U.S. "De los corrientes" and "del actual" appear regularly in letters referring to a date in the present month. The contents of Spanish letters are often organized by "points". Topics/ paragraphs are numbered and are referred to by number in later correspondence or in conversation. dependent clause with subjunctive after rogarse. "Knee jerk" familiarity with the forms of certain irregular verbs which occur often in letters is important. "Dicha", "citada" used often to refer back to an earlier part of the letter. Numeral statements of money amounts are punctuated with a period separating thousands from hundreds and a comma separating dollars from cents. future & ser used to express necessity
de acuerdo con/in agreement with 4º-cuarto/fourth	1.2 state factual information	
trámites/procedures	4.4 advice 4.2 requests	
con destino a/bound for Dicha/"said", or the afore-mentioned \$3.983,07=\$3,983.07 gestionada/carried out	1.2 state factual information	

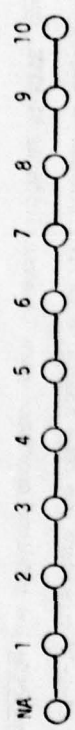
TSO No. MAAG / R.1.01 /

☒ TSO

☐ EO

T.02

Page 3 of 3



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>con cargo del Ejército del Aire.</p> <p><u>Le saluda atentamente.</u></p> <p>Fdo: Juan Diaz</p>	<p>con cargo de/charged to the account of <u>Le saluda atentamente/</u> roughly "sincerely"</p> <p><u>Fdo.</u>=firmado/signed</p>	<p>2.8 obligation</p>	<p>Signatures in Spain are often written with a flourish and bear little resemblance to the name of the signer - rather they serve as a uniquely personal sign.</p>

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MWAG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters.

The corrected versions are presented below.

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea, MWAG

Asunto:

Querido Col. Smith:

Como continuación a la carta de esta Comisión de Enlace num. 63 de fecha 30 de Enero 1984, la Jefatura del Servicio de Transmisiones comunica la necesidad de que el personal cualificado de USAF realice una revista total sobre el sistema de comunicaciones 1800 del G.C.A. de la Base Aérea de Montana, de acuerdo con el contrato de arriendo de las radioayudas TACAN y G.C.A.

Asimismo se estima necesario que el personal de mantenimiento de la Escuadrilla de Transmisiones de la citada Base pueda realizar un mantenimiento efectivo sobre el sistema 1800, para lo cual podría presenciar la realización del "OVERHAUL" sobre el citado sistema.

Atentamente

Queda suyo afín.

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea, MWAG

Querido Col. Adams:

En relación a las cartas de ese MWAG, AFMS de fecha 21-2-78 y AFMS-66 del 10 de los corrientes, el Mando de Material comunica que, de acuerdo con el punto 42 de la carta del AFIC MUIS del 21-2-78 considera que debe aceptarse la Modificación de Clase IV (Class IV Safety Modification) por lo que se ruera a ese MWAG efectúe los trámites oportunos para la adquisición de 91 KITS, con destino a los aviones F5 del

Ejército del Aire.

Dicha adquisición, cuyo coste aproximado es de \$3.983,07, deberá ser gestionada con cargo del Ejército del Aire.

Le saluda atentamente.

Fdo: Juan Diaz

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information 1.3 seek factual information	2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability *2.6 need 2.7.1 certainty 2.7.2 uncertainty *2.8 obligation 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission 2.10.1 denial 2.10.2 affirmation/confirmation 2.11 awareness 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.4 hope 3.5 surprise 3.6 preference 3.7 intention 3.8 want 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference 3.11 anticipation	4.1 suggestions 4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		

* These functions appear in these task scenarios.

TSO Map

TSO MAAG / R.1.01 / SP

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality

☒ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 R.1 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, interview data: JUSMG-MAAG, Madrid: AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "REVIEWS"

<p>STATING THE PURPOSE State reason for reviewing Determine the document purpose Read/Translate title, abstract, first section, last section Write initial summary</p> <p>DEVELOPING AN ORGANIZATIONAL SCHEME FOR THE REVIEW Determine the document organization Read and Extract document: -outline -chapters -headings -sections Develop the organization for the review</p> <p>EXTRACTING INFORMATION Read document Underline/highlight data Place data in appropriate section in the organizational scheme Determine the functional environment for each datum 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Suasion) (All functions) List each functional environment</p>	<p>SEARCHING FOR EVIDENCE Read for supplemental, conflicting, or confirming data. Place additional data beside initial data Determine the functional environment for each datum 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Suasion) (All functions) List each functional environment</p> <p>CONSTRUCTING THE REVIEW REPORT Compare in-depth information with initial summary Write final summary Make conclusions Recommend course(s) of action</p>
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SPANISH

ENABLING OBJECTIVE C.1-1 GREETING/INTRODUCTION**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
GREETING/INTRODUCTION	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required.	The student needs a good grasp of the social customs prevalent in the target culture.
5.1 greet	5.1.1: 1-3/ 5.1.2: 1-5	Specific phases for apology, showing sympathy/empathy, etc., should be mastered.
5.3 open conversation (all social roles)	5.3.1: 1/2/5/6/9 5.3.2: 1-5	
5.5.1 introduce	5.5.1: 1/4/6-8/13	
5.5.2 respond to introductions	5.5.2: 1-4/6/8	
5.8 sympathy/empathy	5.8.1: 2/4/7/8/11-13	
5.10 gratitude	5.10: 1/2/5-8/11	
5.11 regret	5.11: all elements listed	
5.12 apology	5.12: 1/3/6/7/12	
6.1.1 interrupt	6.1.1: 1-3/10	

SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>STATING THE PURPOSE</p> <p>A. Obtain/transfer factual information</p> <p>The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> <p>2.2.1 offer</p> <p>4.2 request</p> <p>6.8 change the topic</p> <p>B. Evaluate options</p> <p>The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:</p> <p>2.0 intellectual attitudes (all functions)</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>2.2.1 an offer</p>	<p>1.1: all elements listed</p> <p>1.2: "</p> <p>1.3: "</p> <p>2.2.1: 4/5/7-9</p> <p>4.2: 1-4/6/8/13-17</p> <p>6.8.1: 1/2/5/6/8-10</p> <p>2.1.1: 1/2(3-9)*10-12/14/17/18</p> <p>2.1.2: 2-5(6/7)*10/13/14</p> <p>2.2.1: 1/3/5/7/8/11/14</p>	<p>In stating the purpose of the conversation, the student must have mastered most of the SPEAKING AND SPEAKING/LISTENING skill activities.</p> <p>This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be helpful. Practice is definitely an important part of the instruction.</p>

*at least one element in () should be mastered

SPANISH

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10 12	
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation/responsibility	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/ 12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/ 13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/ 12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/ 11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/ 8-12	

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: 1/3-5/7/10	
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12. ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
C. Assess human reactions		This part deals not only with emotional attitudes but also requires the student to assess such human reactions.
The student will assess human reactions (the way a person feels) by using functions:		Simulation games that represent situations where such assessment must take place can be helpful as in instructional activity.
3.0 emotional attitudes (all functions)		Games where cultural elements of the target language are incorporated can be especially useful.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1 satisfaction	3.2.1 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	

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ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE**SKILL DEVELOPMENT**

MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	
3.10.1 importance	3.10.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
D. <u>Initiate actions</u>		
The student will start activity, decision making, and operations by the other party. S/he will use functions:		
2.4.1 possibility	2.4.1: 1-3/15-19	
2.4.2 impossibility	2.4.2: 1/3/8-11	
2.5.1 capability	2.5.1: 1/8-11	
2.5.2 incapability	2.5.2: 1/2/10-13	
2.6 need	2.6: 1/2/5-12	
4.2 requests	4.2: 4/6/9/10/20	

For this part, the student should practice with stock phrases developed from the appropriate Rolebook.

*at least one element in () should be mastered

ENABLING OBJECTIVE

C.1-3 ACTUALIZING THE PURPOSE

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
ACTUALIZING THE PURPOSE A. <u>Develop the strategy</u> The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements. B. <u>Initiate communication</u> The student will engage in conversation according to his/her strategy using the following functions concerning facts, thoughts, feelings, and actions:		
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/ 14/17/18	
2.1.2 disagreement	2.1.2: 2-5/(6/7)*10/ 13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/ 14	
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/ 10/12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.3	accepting an offer	2.2.3: all elements listed	
2.3.1	remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2	forgetting	2.3.2: 1-4/6/10	
2.4.1	possibility	2.4.1: 1-4/7(8-12)*13/15/18/19	
2.4.2	impossibility	2.4.2: 1/3-5/7-10	
2.5.1	capability	2.5.1: 1/3/4/6-10	
2.5.2	incapability	2.5.2: 1/4/5/7/10-12	
2.6	need	2.6: 1/3-10	
2.7.1	certainty	2.7.1: 1/2/4-9	
2.7.2	uncertainty	2.7.2: 1/4-9	
2.8	obligation	2.8: 1-6/9/11	
2.9.1	request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2	granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3	denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1	denial	2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2	affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	
2.11	awareness	2.11: 1/3-5/7/10	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

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SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
2.12.2 ease	2.12.2: 1/2/7/-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2 worry	3.3.2: 1/2/4/8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.0.1: 2/3/5	How suasion is done differs widely according to the role, the student's Rolebook can be very helpful here.
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: 1-4/10/11	
4.2 requests	4.2: 1-4/7/13/18/24/25	
4.3 invitations	4.3: 1/2/4/8/12/13	
4.4 advice	4.4: 1/3/5/8/9	
4.5 warnings	4.5: 1-4/7/10-12	
4.6 directions/instructions/commands	4.6: 1-3/6	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Control conversation flow		
6.3 refocus and/or adjust communication	6.3: all elements listed	
6.8.1 change topic	6.8.1: 2/5/6/8	
6.8.2 consent to change topic	6.8.2: 3/6/7	
6.8.3 refuse to change topic	6.8.3: 1/3/6/9/12/13	

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS			
A. <u>Report facts</u>			
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:			
1.1	identify objects, persons, processes	1.1: all elements listed	The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
1.2	state factual information	1.2:	
2.1.1	capability	2.1.1: 1/4/5/7/10-12	
2.1.2	incapability	2.1.2: 1/4/5/7/10-12	
4.7	corrections	4.7: 2/5/7/11	Some higher level of language ability may be required here depending on the role the student is to assume in the target language.
B. <u>Report thinking of the other party</u>			
The student reviews the thinking of the other party to insure mutual understanding using functions:			
2.0	Intellectual Attitudes (all functions)		
2.1.1	agreement	2.1.1: 1/14/19	
2.1.2	disagreement	2.1.2: 1/8/9/12-15	
2.2.1	an offer	2.2.1: 1/2/14-16	
2.2.2	declining an offer	2.2.2: 1/12/14/15	
2.2.3	accepting an offer	2.2.3: 1/11/15/16	

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ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS**SKILL DEVELOPMENT**

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.1 remembering		2.3.1: 1/2/11-13	
2.3.2 forgetting		2.3.2: 1/2/10/13	
2.4.1 possibility		2.4.1: 1/4/6/7(8-13)* 15-19	
2.4.2 impossibility		2.4.2: 1-4/6/8-11	
2.5.1 capability		2.5.1: 1/2/8-11	
2.5.2 incapability		2.5.2: 1-3/10-13	
2.6 need		2.6: 1/2/5/6/8-12	
2.7.1 certainty		2.7.1: 1-3/8-12	
2.7.2 uncertainty		2.7.2: 1-3/7-10	
2.8 obligation		2.8: 1/3/6/9/11-13	
2.9.1 request for permission		2.9.1: 1/12/13	
2.9.2 granting of permission		2.9.2: 1/13/15	
2.9.3 denial of permission		2.9.3: 1/11-13	
2.10.1 denial		2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation		2.10.2: 1/4/8/11/12	
2.11 awareness		2.11: 1/2/7-10	
2.12.1 difficulty		2.12.1: 2/4-8/11-13	

*at least one element in () should be mastered

SPANISH

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	<p><u>C. Report the feelings of the other party</u></p> <p>The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:</p>	2.12.2: 1/2/8-11	<p>Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.</p>
2.13 belief/opinion		2.13: 1/6-9	
4.7 corrections		4.7: 1/2/5/7/9-12	
2.1.1 agreement		2.1.1: 1/14/19	
2.1.2 disagreement		2.1.2: 1/8/9/12-15	
3.0 Emotional Attitudes			
3.1.1 pleasure/liking		3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike		3.1.2: 1/2/4/12-16	
3.2.1 satisfaction		3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction		3.2.2: 1/2/6/8/10/11	
3.3.1 fear		3.3.1: 1-3/10/14	
3.3.2 worry		3.3.2: 1/2/8/10/11	
3.4 hope		3.4: 1/5-7	
3.5 surprise		3.5: 1/1/19-21	

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ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.6	preference	3.6: 1/2/7/8/10/11	This part deals mainly with information so the chief concern is accuracy.
3.7	intention	3.7: 1/3-5	
3.8	want	3.8: 1/2/6/10/11	
3.9.1	approval	3.9.1: 1-3/7/8/10	
3.9.2	disapproval	3.9.2: 1-3/9/10/12	
3.10.1	importance	3.10.1: 1/3-5	
3.10.2	unimportance/indifference	3.10.2: 1/4/6/10/11	
3.11	anticipation	3.11: 1/5	
4.7	corrections	4.7: 2/5/7/11	
D. Report actions to be taken			
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:			
1.1	identify objects, persons, processes	1.1: all elements listed	
1.2	state factual information	1.2: "	
2.1.1	agreement	2.1.1: 3/5/11-15/18	
2.1.2	disagreement	2.1.2: 2/4/5/10/13-15	
4.7	corrections	4.7: 2/5/7/11	

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ENABLING OBJECTIVE C.1-5 CLOSING

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>CLOSING</p> <p>A. Inquire about further concerns</p> <p>Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:</p> <p>1.3 seek factual information</p> <p>2.6 need</p> <p>2.3.1 remembering</p> <p>2.3.2 forgetting</p> <p>3.3.1 fear</p> <p>3.3.2 worry</p> <p>3.8 want</p> <p>3.10 importance</p> <p>B. Close</p> <p>The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions:</p> <p>for a face-to-face conversation</p> <p>5.10 gratitude</p>	<p>1.3: all elements listed</p> <p>2.6: 1/5/6/10/11</p> <p>2.3.1: 2/6/11</p> <p>2.3.2: 1/5/10</p> <p>3.3.1: 1/4/14</p> <p>3.3.2: 1/5/7/8</p> <p>3.8: 1/5/6</p> <p>3.10: 1/3/5</p>	<p>Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a conversation under many different circumstances.</p>
	<p>5.10: 1/2/5/6/7/9</p>	

SPANISH

ENABLING OBJECTIVE C.1-5 CLOSING**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
5.4 end conversation	5.4: 1-3/5	
5.2 take leave	5.2: 1-3	

SPANISH

ENABLING OBJECTIVE C.2-1 GREETING/INTRODUCTION

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
GREETING/INTRODUCTION		
The student will place and receive telephone calls. S/he will communicate in the opening part of the telephone conversation using functions:	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required	As this communicative activity is conducted without visual contact, the student should have mastery of the nuances in pronouncing simple phrases in the target language in order to transmit different feelings.
5.16 telephone behavior	5.16.1: 1	The student must have control of such stock phrases as:
5.16.1 answer	5.16.2: 3/5	"This is _____, may I help you?"
5.16.2 respond to answer	5.16.3: 2-4	"This is _____, of _____ calling, may I speak to _____?"
5.16.3 request to speak to someone or an extension	5.16.4: 1/3/5	"Let me check if s/he is in, please hold one moment."
5.16.4 respond to such request	5.16.5: 1	Some telephone call require "short" routines, such as:
5.16.5 wrong number	5.16.6: 1/5	5.8 sympathy/empathy
5.16.6 long distance	5.16.7: 1/4	5.9 congratulations
5.16.7 hold	5.16.8: 1/3-5	5.10 gratitude
5.16.8 messages	5.1: 1-3: 5.1: 2/5	5.11 regret
5.1 greet	5.5.1: 1/3/4	5.12 apology
5.5.1 introduce	5.5.2: 1/2	
5.5.2 respond to introductions		

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ENABLING OBJECTIVE C.2.2 STATING THE PURPOSE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroStandards Communicative Activity "TELEPHONES"	MicroStandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE		
A. Obtain/transfer factual information		
The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:		
1.1 identify objects, persons, processes	1.1: all elements listed	In stating the purpose of the conversation, the student must have mastered most of the SPEAKING and SPEAKING/LISTENING skill activities.
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.2.1 offer	2.2.1: 3/4/7/8	This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be useful. Practice is definitely an important part of the instruction.
4.2 request	4.2: 4/8/13/16/17	
6.8 change the topic	6.8: 3-7	
B. Evaluate options		
The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:		
2.0 Intellectual attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/14/17/18	2.1.1 agreement is a very high frequency function.
2.1.2 disagreement	2.1.2: 2-5(6/7)*10/13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	

*at least one element in () should be mastered

SPANISH

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer		2.2.2: 1/2/4/5/7/9/10/12	
2.2.3 accepting an offer		2.2.3: all elements listed	
2.3.1 remembering		2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting		2.3.2: 1-4/6/10	
2.4.1 possibility		2.4.1: 1-4/7(8-12)* 13/15/18/19	
2.4.2 impossibility		2.4.2: 1/3-5/7-10	
2.5.1 capability		2.5.1: 1/3/4/6-10	
2.5.2 incapability		2.5.2: 1/4/5/7/10-12	
2.6 need		2.6: 1/3-10	
2.7.1 certainty		2.7.1: 1/2/4-9	2.7.1 Certainty is a high frequency function.
2.7.2 uncertainty		2.7.2: 1/4-9	
2.8 obligation		2.8: 1-6/9/11	2.8 Obligation is used with great care with military counter-parts. Responsibility must be clearly understood by both parties.
2.9.1 request for permission		2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission		2.9.2: 1-3/5-8/10/11/13/14	
2.9.3 denial of permission		2.9.3: 1/2/4/6/7/9/11/12	
2.10.1 denial		2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2 affirmation/confirmation		2.10.2: 1(2/3/5/7)*4/8-12	2.10.2 Affirmation/confirmation is a very high frequency function.

*at least one element in () should be mastered

SPANISH

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"		MicroSTANDARDS (Functional Elements)		COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	C. Assess human reactions The student will assess human reactions (the way a person feels) by using functions:	2.11: 1/3-5/7/10	This part deals not only with emotional attitudes but also requires the student to assess such human reactions. Simulation games that represent situations where such assessment must take place can be helpful as an instructional activity. Games where cultural elements of the target language are incorporated can be especially useful. Tone of voice is important in assessing human reactions. Practice in this area is highly important.	
2.12.1 difficulty		2.12.1: 1-3/5-9/11/12		
2.12.2 ease		2.12.2: 1/2/7-11		
2.13 belief/opinion		2.13: 1/2/4-6/9		
3.0 Emotional Attitudes (all functions)				
3.1.1 pleasure/liking		3.1.1: 1/3/4/6-8/10/12		
3.1.2 displeasure/dislike		3.1.2: 1/3/4/6/8/10/12-14		
3.2.1 satisfaction		3.2.1: 1-5/8/11		
3.2.2 dissatisfaction		3.2.2: 1/2/5-8/10/11		
3.3.1 fear		3.3.1: 1/2/4/6/7/10/14		
3.3.2 worry		3.3.2: 1/2/4-8		
3.4 hope		3.4: 1-3/6		
3.5 surprise		3.5: 1/3/4/6/9/13/15/19/20		
3.6 preference		3.6: 1-5/7/8/10/11		
3.7 intention		3.7: 1-4		

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ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroStandards Communicative Activity	"TELEPHONES"	MicroStandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.8 want		3.8: 1/4-7	
3.9.1 approval		3.9.1: 2-6/8	
3.9.2 disapproval		3.9.2: 2/3/5/6/8/10	
3.10.1 importance		3.10.1: 2/3/5	
3.10.2 unimportance/indifference		3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation		3.11: 1/2/4/5	
D. <u>Initiate actions</u>			
The student will start activity, decision making, and operations by the other party. S/he will use functions:			For this part, the student should practice with stock phrases developed from the appropriate Rolebook.
4.2 requests		4.2: 4/6/9/10/20	
2.4.1 possibility		2.4.1: 1-3/15-19	
2.4.2 impossibility		2.4.2: 1/3/8-11	
2.5.1 capability		2.5.1: 1/8-11	
2.5.2 incapability		2.5.2: 1/2/10-13	
2.6 need		2.6: 2/5-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
ACTUALIZING THE PURPOSE				
A. Develop the strategy				
The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.			This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy developed for many different probable situations.	
B. Initiate communication				
The student engages in conversation according to his/her strategy using the following functions concerning facts, thoughts, feelings, and actions:			The most important instructional activity here is practice.	
1.0	Factual Information			
1.1	identify objects, persons, processes	1.1: all elements listed		
1.2	state factual information	1.2: "		
1.3	seek factual information	1.3: "		
2.0	Intellectual Attitudes			
2.1.1	agreement	2.1.1: 1/2(3-9)*10-12/14/17/18		
2.1.2	disagreement	2.1.2: 2-5(6-7)*10/13/14		
2.2.1	an offer	2.2.1: 1/3/5/7/8/11/14		
2.2.2	declining an offer	2.2.2: 1/2/4/5/7/9/10/12		

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)*13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	
2.11 awareness	2.11: 1/3-5/7/10	

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
2.12.2 ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/ 12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/ 12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/ 14	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/ 15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	

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ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: 1-4/10/11	
4.2 requests	4.2: 1-4/7/13/18/24/ 25	How suasion is done differs widely according to role, the student's Rolebook can be very helpful here.
4.3 invitations	4.3: 1/2/4/8/12/13	The student's mastery of the nuances in pronouncing simple phrases for different meanings is most important in this part.
4.4 advice	4.4: 1/3/5/8/9	
4.5 warnings	4.5: 1-4/7/10-12	
4.6 directions/instructions/commands	4.6: 1-3/6	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Communication management		
6.3 refocus and/or adjust communication	6.3: 1-3/8/10	
6.5 control volume	6.5: 1/6	
6.7 comment on or inquire about intelligibility	6.7: 1/4/9-11	
6.8.1 change topic	6.8.1: 3/5-7	

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS		
A. Report Facts		
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:		
1.1 identify objects, persons, processes	1.1 all elements listed	The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
1.2 state factual information	1.2 "	
2.5.1 capability	2.5.1 1/3/4/6-10	
2.5.2 incapability	2.5.2 1/3/4/6-10	
4.7 corrections	4.7 2/5/7/11	
B. Report thinking of the other party		
The student reviews the thinking of the other party to insure mutual understanding using functions:		Some higher level of language ability may be required here depending on the role the student is to assume in the target language.
2.0 Intellectual Attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/14/19	
2.1.2 disagreement	2.1.2: 1/8/9/12-15	
2.2.1 an offer	2.2.1: 1/2/14-16	
2.2.2 declining an offer	2.2.2: 1/12/14/15	
2.2.3 accepting an offer	2.2.3: 1/11/15/16	
2.3.1 remembering	2.3.1: 1/2/11-13	

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ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTS

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMENTS AND ADDITIONAL INFORMATION
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	
2.3.2 forgetting	2.3.2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)* 15-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	
2.8 obligation	2.8: 1/3/6/9/11-13	
2.9.1 request for permission	2.9.1: 1/12/13	
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 denial of permission	2.9.3: 1/11-13	
2.10.1 denial	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	
2.12.2 ease	2.12.2: 1/2/8-11	

*at least one element in () should be mastered

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ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTS

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.13 belief/opinion		2.13: 1/6-9	
4.7 corrections		4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party			
The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:			Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.
3.0 Emotional Attitudes			
3.1.1 pleasure/liking		3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike		3.1.2: 1/2/4/12-16	
3.2.1 satisfaction		3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction		3.2.2: 1/2/6/8/10/11	
3.3.1 fear		3.3.1: 1-3/10/14	
3.3.2 worry		3.3.2: 1/2/8/10/11	
3.4 hope		3.4: 1/5-7	
3.5 surprise		3.5: 1/2/19-21	
3.6 preference		3.6: 1/2/7/8/10/11	
3.7 intention		3.7: 1/3-5	
3.8 want		3.8: 1/2/6/10/11	

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ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.1 approval		3.9.1: 1-3/7/8/10	
3.9.2 disapproval		3.9.2: 1-3/9/10/12	
3.10.1 importance		3.10.1: 1/3-5	
3.10.2 unimportance		3.10.2: 1/4/6/10/11	
3.11 anticipation		3.11: 1/5	
2.1.1 agreement		2.1.1: 1/5/15/16/18	
2.1.2 disagreement		2.1.2: 1/2/13/14	
4.7 corrections		4.7: 2/5/7/11	
D. <u>Report actions to be taken</u>			
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:			This part deals mainly with information so the chief concern is accuracy.
1.1 identify objects, persons, processes		1.1: all elements listed	
1.2 state factual information		1.2:	
2.1.1 agreement		2.1.1: 5/11-15/18	
2.1.2 disagreement		2.1.2: 2/4/5/10/13/15	
4.7 corrections		4.7: 2/5/7/11	

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SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CLOSING		
A. <u>Inquire about further concerns</u>		
Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:		
1.3 seek factual information	1.3: all elements listed	
2.6 need	2.6: 1/5/6/10/11	
2.3.1 remembering	2.3.1: 2/9/11	
2.3.2 forgetting	2.3.2: 1/5/16	
3.3.1 fear	3.3.1: 1/4/14	
3.3.2 worry	3.3.2: 1/5/7/8	
3.8 want	3.8: 1/5/6	
3.10 importance	3.10: 1/3/5	
B. <u>Close</u>		
The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions:		
5.10 gratitude	5.10: 1/2/5-7/11	
5.16.9 end conversation	5.16.9: 3-8	
5.16.10 take leave	5.16.10: all elements listed	
		Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a telephone conversation under different circumstances.

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ENABLING OBJECTIVE C.6-1 DETERMINING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>DETERMINING THE PURPOSE</p> <p>A. Meet with Responsible Party (RP)</p> <p>The student will hold a meeting with someone acting as the Responsible Party to determine the precise purpose of the event s/he will facilitate.</p> <p>The student will interview the RP for determining:</p> <ul style="list-style-type: none"> • priorities • operational strategies • intended outcomes <p>B. Brief the RP on key factors</p> <p>The student will brief the RP on the key factors in the environment surrounding the upcoming event. S/he will describe:</p> <ul style="list-style-type: none"> • the physical location and layout • cultural, social, and job orientations of key personnel • the language (English) abilities of the participants • the target language ability of the facilitator (the student) • any anecdotal or biographical information necessary 	<p>Passive aural mastery of all elements for every function listed is required. Active oral mastery of the elements listed below is required.</p>	<p>This objective is a prerequisite for determining the upcoming language needs of the facilitator.</p>

ENABLING OBJECTIVE C.6-1 DETERMINING THE PURPOSE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>● any additional technical information</p> <p>● existing constraints (security, on-going negotiations, and other special factors)</p> <p>C. <u>Recommend a communicative strategy</u></p> <p>The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of:</p> <p>1.0 Factual Information</p> <p>2.0 Intellectual Attitudes</p> <p>3.0 Emotional Attitudes</p> <p>4.0 Getting things done (Suasion)</p>		

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION**SKILL DEVELOPMENT**

MACROSTANDARDS Communicative Activity "FACILITATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
<p>FACILITATING THE INTERCOMMUNICATION</p> <p>A. <u>Follow established protocol</u> The student will follow established protocol. (These are given to the student prior to the "FACILITATES" practice.)</p> <p>B. <u>Carry out special requests of the RP</u> The student will gather, organize, and complete arrangements based on special requests of the RP.</p> <p>C. <u>Facilitate social interaction/monitor the effectiveness of communication</u> The student will facilitate social interaction and monitor the effectiveness of communication using the following functions:</p> <p>5.1 greet</p> <p>5.3 open conversation/engage in small talk</p> <p>5.5.1 introduce</p> <p>5.5.2 respond to introductions</p> <p>5.10 gratitude</p> <p>6.1.1 interrupt</p> <p>6.7 comment on or inquire about intelligibility</p> <p>6.10 request or offer translation/explanation/clarification</p>	<p>5.1: 5.1.1: 3</p> <p>5.3: 5.3.1: 3/4</p> <p>5.5.1: 1/3/5/6/10</p> <p>5.5.2: 1/4/6</p> <p>5.10: 1/2/6</p> <p>6.1.1: 3/6/10/11</p> <p>6.7: 1/2/5</p> <p>6.10: 1/4</p>	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
D. <u>Report/inquire as required</u>			
The student will employ the intercommunications strategy as required. S/he will <u>report</u> or <u>inquire</u> using the following functions:			
1.0 Factual Information			The facilitator will also report on a variety of social rituals and will often engage in greetings and introductions. In the process of relaying communication, the facilitator will rely heavily on functions 6.6 request repetition or offer to repeat, 6.7 comment on or inquire about intelligibility, and 6.10 request or offer translation/explanation/clarification.
1.1 identify objects, persons, processes	1.1: all elements listed		
1.2 state factual information	1.2: "		
1.3 seek factual information	1.3: "		
2.0 Intellectual Attitudes			
2.1.1 agreement	2.1.1: 1/6/10/13/14/17/19		
2.1.2 disagreement	2.1.2: 1/10/14/15		
2.2.1 an offer	2.2.1: 1-3/6-8/14-16		
2.2.2 declining an offer	2.2.2: 1/2/5/12-15		
2.2.3 accepting an offer	2.2.3: 1/2/4/11-15		
2.3.1 remembering	2.3.1: 1-3/6/11-13		
2.3.2 forgetting	2.3.2: 1-4/10/13		
2.4.1 possibility	2.4.1: 1/2/6/11/15-19		
2.4.2 impossibility	2.4.2: 1-3/9-11		

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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity	"FACILITATES"	MicroSTANDARDS (Functional Elements)		COMMENTS AND ADDITIONAL INFORMATION	
2.5.1 capability		2.5.1:	1-4/8-11	<p>These objectives demand a great deal of work from the instructional developer and the teacher. The activities have elements of simulation, simultaneous translation, and diplomacy.</p> <p>Result-oriented simulations, a supportive learning environment, post-performance feedback stressing strengths and weaknesses, and plenty of practice are called for.</p> <p>Video replay equipment for post-performance feedback should greatly increase efficiency in learning this skill.</p>	
2.5.2 incapability		2.5.2:	1-5/10/12/13		
2.6 need		2.6:	1-5/8-12		
2.7.1 certainty		2.7.1:	2/3/5/6/9-12		
2.7.2 uncertainty		2.7.2:	1-4/6-10		
2.8 obligation		2.8:	1-3/11-13		
2.9.1 request for permission		2.9.1:	1/2/4/8/10/12/13		
2.9.2 granting of permission		2.9.2:	1/13-15		
2.9.3 denial of permission		2.9.3:	1/11-13		
2.10.1 denial		2.10.1:	1/11-15		
2.10.2 affirmation/confirmation		2.10.2:	1/4/5/11/12		
2.11 awareness		2.11:	1-3/7-10		
2.12.1 difficulty		2.12.1:	1/2/4/5/7/8/12/13		
2.12.2 ease		2.12.2:	1/2/10/11		
2.13 belief/opinion		2.13:	1/3/4/6-9		
3.0 Emotional Attitudes					
3.1.1 pleasure/liking		3.1.1:	1-4/10-14		

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.1.2	displeasure/dislike	3.1.2: 1-3/4/13-16	
3.2.1	satisfaction	3.2.1: 1/2/8-11	
3.2.2	dissatisfaction	3.2.2: 1/2/8-11	
3.3.1	fear	3.3.1: 1/2/10-15	
3.3.2	worry	3.3.2: 1/2/5/8-11	
3.4	hope	3.4: 1/3/6-8	
3.5	surprise	3.5: 1-3/6-8	
3.6	preference	3.6: 1-3/7-11	
3.7	intention	3.7: 1-5	
3.8	want	3.8: 1/2/5-11	
3.9.1	approval	3.9.1: 1/2/7-10	
3.9.2	disapproval	3.9.2: 1/2/9-12	
3.10.1	importance	3.10.1: 1/3-6	
3.10.2	unimportance/indifference	3.10.2: 1/4/10/11	
3.11	anticipation	3.11: 1/5	
4.0	Getting things done (Suasion)		
4.1	suggestions	4.1: 1/5/6/10-12	

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)
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SPANISH

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
4.2 requests	4.2: 1/4/5/13/15/24-26	
4.3 invitations	4.3: 1/14/15	
4.4 advice	4.4: 1/6/9/10	
4.5 warnings	4.5: 1/2/9/12/13	
4.6 directions/instructions/commands	4.6: 1/6/7	
4.7 corrections	4.7: 1/7/10-12	

SPANISH

SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "FACILITATES"	MICROSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p data-bbox="381 1780 402 1921">FOLLOWING-UP</p> <p data-bbox="425 1654 451 1921">A. <u>Debrief with the RP</u></p> <p data-bbox="467 1297 516 1921">The student will debrief with the RP. The student will report all:</p> <ul data-bbox="539 1255 701 1879" style="list-style-type: none"> • actions to be taken (as understood by the counterpart) • opinions expressed by the counterpart • feelings verbally expressed by the counterpart • factual information given and received by the RP <p data-bbox="722 1339 750 1921">B. <u>Carry out immediate actions requested by the RP</u></p> <p data-bbox="766 1297 815 1921">The student will write down, implement, and oversee the completion of all actions requested by the RP.</p> <p data-bbox="836 1285 885 1921">The student will write a FACILITATING SUMMARY REPORT for his files.</p>		

ENABLING OBJECTIVE S. 3-1 STATING THE PROBLEM (NEED OR REASON)

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>STATING THE PROBLEM (NEED OR REASON)</p> <p>A. <u>Gain attention</u></p> <p>The student will use the language to gain the listeners' attention by using functions:</p> <p>5.1 greet</p> <p>5.5.1 introduce (oneself)</p> <p>3.7 express intention</p> <p>6.1.1 interrupt</p> <p>6.2 sequence communication</p> <p>6.3 refocus or adjust communication</p>	<p>5.1: 1/3</p> <p>5.5.1: 1-4</p> <p>3.7: 2</p> <p>6.1.1: 3/5-7/11-13</p> <p>6.2: all elements listed</p> <p>6.3:</p>	<p>If the briefing is classified, a routine statement should be written for the student to memorize.</p> <p>The student must have control of such phrases as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's be seated."</p> <p>The student will use the appropriate Rolebook to employ phrases that establishes his/her intended style or register.</p>
<p>b. <u>Clarify/state the problem/purpose</u></p> <p>The student will be able to state any problem by using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>2.6 need</p>	<p>1.1: all elements listed</p> <p>1.2:</p> <p>2.1.1: 1/2/5/6/9/11/13</p> <p>2.1.2: 1/4/5/10/13</p> <p>2.6: 1-7</p>	<p>The student must have a facility with such phrases as:</p> <p>"The problem is as follows...."</p> <p>"This is the problem before us."</p> <p>The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.</p>

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ENABLING OBJECTIVE S.3-1 STATING THE PROBLEM (NEED OR REASON)

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.7.1 certainty		2.7.1: 1/2/4/5/8	
2.7.2 uncertainty		2.7.2: 1/2/4/7	
2.11 awareness		2.11: 1-4	
2.8 obligation		2.8: 1/3/6/8-10	
3.10.1 importance		3.10.1: 3	

ENABLING OBJECTIVE S.3-2 INTRODUCING KEY TERMS

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>INTRODUCING KEY TERMS</p> <p>A. Define required terms</p> <p>The student will define the required terms using functions:</p> <p>1.1 identify object, persons, processes</p> <p>1.2 state factual information</p> <p>2.6 need</p> <p>B. Provide special definitions</p> <p>The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept. The student will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p>	<p>1.1: all elements listed</p> <p>1.2:</p> <p>2.6: 1-3/6</p> <p>1.1: all elements listed</p> <p>1.2:</p>	<p>This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication.</p> <p>This may be best approached by helping the student develop a skill for presenting and teaching concepts.</p> <p>The student must learn to define terms and concepts by:</p> <ul style="list-style-type: none"> *identifying relevant characteristics of the concept *describe the functions or relations with respect to the concept *provide a verbal definition *give examples of the concept *give non-examples of the concept *provide comparisons and contrasts <p>The student must have a facility with:</p> <ul style="list-style-type: none"> *if, then constructions *comparative degree constructions using <u>like</u>, <u>similar</u>, <u>opposite of</u>, <u>as</u>, <u>etc.</u>

ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "BRIEFS"		MicroSTANDARDS (Functional Elements)		COMMENTS AND ADDITIONAL INFORMATION	
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION A. Order events chronologically The student will order events according to time by using functions: 6.2 sequence communication 1.1 identify objects, persons, processes 1.2 state factual information		6.2: all elements listed 1.1: " 1.2: "		The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following: "On July, 4th, 1976..." "On Monday" "At nine o'clock on Tuesday" "After that" "The next thing that happened" "The next day" "Next week" "Last year" "Two days from now"	
B. Order events according to significance The student will order information according to importance or significance using the following functions: 6.2 sequence communication 1.1 identify objects, persons, processes 1.2 state factual information 2.6 need 2.8 obligation		6.2: all elements listed 1.1: " 1.2: " 2.6: 2/5-7 2.8: 1/6		The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project." The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc. *If the briefing is a decision briefing, the student will employ EOs S.3-4 and 3.3-5.	

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ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance		3.10.1: 1/3	
3.10.2 unimportance		3.10.2: 1/4/8	
2.13 belief/opinion		2.13: 1-3/5	

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ENABLING OBJECTIVE 5.3-4 LISTING ALTERNATIVE SOLUTIONS

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>LISTING ALTERNATIVE SOLUTIONS</p> <p>A. Report optimal alternative</p> <p>The student will report that alternative that s/he intends to recommend first. The student will use the following functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability 2.6 need 3.2.1 satisfaction 3.6 preference 3.9.1 approval <p>B. Report other alternatives</p> <p>The student will report each alternative including capabilities and incapacibilities. The student will use functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability 	<ul style="list-style-type: none"> 1.1: all elements listed 1.2: 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 <ul style="list-style-type: none"> 1.1: all elements listed 1.2: 2.5.1: 1/3/6 	<p>Briefings do not save the best for last. The optimal solution is given first.</p> <p>The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First,"</p> <p>When giving alternatives always lay out the pros and cons for each alternative.</p>

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ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability		2.5.2: 1/4/7	
3.2.1 satisfaction		3.2.1: 1-4	
3.2.2 dissatisfaction		3.2.2: 1/2/5-7	
3.9.1 approval		3.9.1: 1-3/6	
3.9.2 disapproval		3.9.2: 1-3/5/6/8	

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ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONS**SKILL DEVELOPMENT**

MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
RECOMMENDING REQUIRED ACTIONS	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
The student will recommend required actions, decisions, input. The student will use functions:		
4.1 suggests	4.1: 3/4/6/7	
4.4 advise	4.4: 3/5/7/8	
4.5 warn	4.5: 1-4/7/10/11	
2.4.1 possibility	2.4.1: 1-5/13	
2.4.2 impossibility	2.4.2: 1-4/6/8	
2.5.1 capability	2.5.1: 1/3/4/6	
2.5.2 incapability	2.5.2: 1/4/6/7	
2.12.1 difficulty	2.12.1: 1/2/4/6-9/11	
2.12.2 ease	2.12.2: 1/2/6-8	
2.13 belief/opinion	2.13: 1/2/4/5	
3.2.1 satisfaction	3.2.1: 1-4	
3.2.2 dissatisfaction	3.2.2: 1/2/5-7	
3.11 anticipation	3.11: 1/2	
4.7 correction	4.7: 2/5/6-9	
		The student may also use 3.10.1 <u>importance</u> occasionally. There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE			
A. Encourage questions			
The student will encourage questions during, after, or during and after the presentation. S/he will use:			
6.9	request questions and/or comments	6.9: all elements listed	This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
B. Answer questions			
The student will answer factual questions using functions:			
1.1	identify objects, persons, processes	1.1: all elements listed	A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
1.2	state factual information	1.2: all elements listed	
The student will answer questions requiring the expression of <u>thoughts</u> or <u>opinions</u> by using:			
2.4.1	possibility	2.4.1: 2/3(6-13)*	Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
2.4.2	impossibility	2.4.2: 3/4/8	In thought and opinion questions, introductory phrases should be learned such as:
2.5.1	capability	2.5.1: 3/6/7	"It is possible that..."
2.5.2	incapability	2.5.2: 4-7	"We found it can be done for the following reasons."
2.7.1	certainty	2.7.1: 4-6/8	"That's a good question."
2.7.2	uncertainty	2.7.2: 4-7	
2.12.1	difficulty	2.12.1: 1/2/4/6-11	

*at least two of the elements in ()

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS".	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 2/6-8	
2.13 belief/opinion	2.13: 2-5	
3.5 surprise	3.5: 3-5/8	
3.9.1 approval	3.9.1: 3/4/6	
3.10.1 importance	3.10.1: 2/3	
3.10.2 unimportance/indifference	3.10.2: 2-4/8/9	"Thank you for your attention." "Your input on this matter is sincerely appreciated."
C. Monitor presentation		
6.4 control speed	6.4: 1/4	
6.5 control volume	6.5: 1/4	
6.7 inquire about intelligibility	6.7: 2/3/7	
D. Close		
5.10 gratitude	5.10: 1/2/6	
E. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 1/2/10/11	
3.1.2 displeasure/disliking	3.1.2: 1/2/13/14	

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ENABLING OBJECTIVE S. 3-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1/11/13	
3.3.2 worry	3.3.2: 1/2/7/8/10	
3.10.1 importance	3.10.1: 1/4-6	
3.10.2 unimportance/indifference	3.10.2: 1/10	
F. Provide supportive correction; recommend; caution		This is also an area where human skills play a large part.
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		
2.10.1 denial	2.10.1: 1/3/5/11/12	
2.10.2 affirmation/confirmation	2.10.2: 1/3/4/6/8-10	
3.2.1 satisfaction	3.2.1: 3/4/6	
4.1 suggests	4.1: 3/4/6-8	
4.2 requests	4.2: 4-6	
4.4 advice	4.4: 2/3/7/9	
4.5 warnings	4.5: 3/4/6/9/11	
4.7 corrections	4.7: 2/5/7	

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ENABLING OBJECTIVE R.1-1 STATING THE PURPOSE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>STATING THE PURPOSE</p> <p>A. <u>State the reason for reviewing</u></p> <p>The student will construct a personal reviewing worksheet for the activity. The first step is to state the reason(s) for doing the review. This rationale will be put at the top of the review worksheet.</p> <p>B. <u>Determine the document purpose</u></p> <p>The student will determine the purpose of the document (why it was written). S/he will read and translate the title, translate the abstract (if available), and read the first and last section of the document, making notes of purpose-oriented information.</p> <p>C. <u>Write initial summary</u></p> <p>The student will write an initial summary of the document's purpose and put it on his/her worksheet. The student will be able to compare this initial summary with his/her final summary in order to "estimate" his/her own understanding of the document.</p>	<p>Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.</p>	<p>This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING and WRITING skills. The student should practice the construction and use of various reviewing worksheets in order to gain mastery in this communicative activity. The student should master skills in summation, drawing conclusions and comparisons of widely divergent information in order to satisfactorily carry out this communicative activity.</p>

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ENABLING OBJECTIVE R.1.2 DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS" DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW	MicroSTANDARDS (functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>A. <u>Determine the document organization</u></p> <p>The student will determine the organization of the document by reading and extracting the document's outline. This can be done by:</p> <ul style="list-style-type: none"> ● Copying the table of contents ● Translating titles of chapters ● Translating headings ● Translating sections or paragraph topic sentences <p>B. <u>Develop the organization for the Review</u></p> <p>The student will construct an organization in the form of an outline. The organization must be based on the purpose of the review and not on the internal organization of the document itself. Often these two organizations will be the same.</p>		

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "REVIEWS"	Linguistic Standards (Functional Elements)	Comments and Additional Information
<p>EXTRACTING INFORMATION</p> <p>A. <u>Read document and underline or highlight data</u></p> <p>The student will read the document underlining or highlighting meaningful data.</p> <p>The student will place each datum in it's appropriate section of the review organization.</p> <p>B. <u>Determine the functional environment for each datum</u></p> <p>The student will determine the functional environment for each datum at the time of its entry into the review organization. The functional environment indicates the "validity" of the information uncovered. The functional environment will be one or more of the following:</p> <p>1.0 Factual Information</p> <p>1.1 identify objects, persons, process</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> <p>2.0 Intellectual Attitudes</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>2.2.1 an offer</p>	<p>1.1-all elements listed</p> <p>1.2-all elements listed</p> <p>1.3-all elements listed</p> <p>2.1.1:1/2/7-11/13/14/19</p> <p>2.1.2:1/3-5/7/10-15</p> <p>2.2.1:1/2/4/6-8/10/14-16</p>	<p>This is the key part for this particular communicative activity. The student should master skills in the following areas:</p> <ol style="list-style-type: none"> 1. discrimination between fractional categories 2. knowledge of the written target language in picking out nuances of different meanings 3. grasp of the target culture in detecting emotional undertones in written passages 4. summation of complex information in an accurate and succinct manner

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2	declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3	accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1	remembering	2.3.1: 1-3/9-11/13	
2.3.2	forgetting	2.3.2: 1-5/10/13	
2.4.1	possibility	2.4.1: 1-19	
2.4.2	impossibility	2.4.2: 1-4/6/8-11	
2.5.1	capability	2.5.1: all elements listed	
2.5.2	incapability	2.5.2: "	
2.6	need	2.6: "	
2.7.1	certainty	2.7.1: "	
2.7.2	uncertainty	2.7.2: "	
2.8	obligation	2.8: "	
2.9.1	request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2	granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3	denial of permission	2.9.3: 1/2/4-13	
2.10.1	denial	2.10.1: 1-15	
2.10.2	affirmation/confirmation	2.10.2: 1/4-8/10-12	

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE****MacroSTANDARDS
Communicative Activity "REVIEWS"****MicroSTANDARDS
(Functional Elements)****COMMENTS AND ADDITIONAL INFORMATION**

2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1: "	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13: "	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12-16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements listed	
3.3.1 fear	3.3.1: "	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements listed	
3.7 intention	3.7: "	
3.8 want	3.8: 1/2/4-11	
3.9.1 approval	3.9.1: all elements listed	

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ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval	3.9.2: all elements listed	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6: all elements listed	
4.7 corrections	4.7: "	
C. List functional environment The student will note beside each datum its one or more functional environments.		

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ENABLING OBJECTIVE R.1-5 CONSTRUCTING THE REVIEW REPORT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>CONSTRUCTING THE REVIEW REPORT</p> <p>A. <u>Compare in-depth information with initial summary</u> The student will compare the in-depth review with his/her initial summary (part of R.1-1). The student will compare the list of expected findings with the actual findings.</p> <p>B. <u>Write final summary</u> The student will write the final summary focusing on the reasons/purpose of the review (see R.1-1: A. and B.).</p> <p>C. <u>Make conclusions</u> The student will draw conclusions either based on, or supported by, the final summary.</p> <p>D. <u>Recommend courses of action</u> The student will write recommended actions based on his/her conclusions and turn in the review report.</p>		

R.1-4 SEARCHING FOR EVIDENCE

SPANISH

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>SEARCHING FOR EVIDENCE</p> <p>A. <u>Read supplemental, conflicting or confirming data</u> The student will read or re-read for additional data. These data can be:</p> <p>Confirming data--data that supports initial findings</p> <p>Conflicting data--data that negates initial findings or impressions</p> <p>Supplemental data--data that enhances, clarifies, provides examples, or permits ease of interpretation of the main point</p> <p>B. <u>Place additional data beside initial data</u> The student will place the additional data beside the data and functional environments it augments.</p> <p>C. <u>Determine the functional environment for each datum</u> The student will determine the functional category or categories in which the additional data is found. The functions will be one or more of the following:</p> <p>1.0 Factual Information</p> <p>2.0 Intellectual Attitudes</p> <p>3.0 Emotional Attitudes</p> <p>4.0 Getting things done (Suasion)</p>		

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>D. <u>List each functional environment</u></p> <p>The student will list each functional environment for the additional data in the appropriate section of the outline beside the data themselves. Each datum will be labeled as Supplemental, Conflicting, or Confirming.</p>		

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ENABLING OBJECTIVE R.2-1 DETERMINING INFORMATION

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "SCANS"</p> <p>DETERMINING INFORMATION NEEDS</p> <p>A. <u>Prespecify items or data</u></p> <p>The student will write out all information needs before scanning the document, correspondence, or other print source. S/he will construct a probable or expected form of the data that supplies the information.</p> <p>B. <u>Prespecify general information areas</u></p> <p>The student will write out the general areas or topics of information expected in the document.</p> <p>C. <u>List prespecified information needs on SCANNING WORKSHEET</u></p> <p>The student will list the specific and general expected information on the SCANNING WORKSHEET prior to scanning the document.</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING, and to a lesser degree, WRITING skills.</p> <p>Practice in the use of the SCANNING WORKSHEET should constitute the major portion of the instructional activity.</p>

**SCANNER
WORKSHEET****DOCUMENT DESCRIPTIONS****Prespecified
info need**

Date:

Scanner:

**Results of
data scan****Functional
environment**

**Additional
data****Functional
environment**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>SCANNING FOR PRESPECIFIED DATA</p> <p>A. <u>Underline or highlight data</u></p> <p>The student will peruse the document quickly underlining or highlighting expected data.</p> <p>B. <u>List data</u></p> <p>The student will transfer the highlighted or underlined data onto the SCANNING WORKSHEET.</p> <p>C. <u>Determine the functional environment for each datum</u></p> <p>The student will inspect the sentence in which each datum is found. S/he will determine the functional category for each sentence. The functional categories will be one or more of the following:</p> <p>1.0 Factual Information</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> <p>2.0 Intellectual Attitudes</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>2.2.1 an offer</p>	<p>1.1: all elements listed</p> <p>1.2: "</p> <p>1.3: "</p> <p>2.1.1: 1/2/7-11/13/14/19</p> <p>2.1.2: 1/3-5/7/10-15</p> <p>2.2.1: 1/2/4/6-8/10/14-16</p>	<p>Speed reading skills may be useful here.</p> <p>This is the key part for this particular communicative activity. The student should master skills in the following areas:</p> <ol style="list-style-type: none"> 1. discrimination between functional categories 2. knowledge of the written target language in picking out nuances of different meanings 3. grasp of the target culture in detecting emotional undertones in written passages

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA**SKILL DEVELOPMENT**

MacroSTANDARDS Communicative Activity "SCANS"	LINGUISTIC KNOWLEDGES (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference 3.11 anticipation 4.0 Getting things done (Suasion) 4.1 suggestions 4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections D. <u>List each functional environment</u> The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present the datum.	3.9.2: all elements listed 3.10.1: " 3.10.2: 1-4/8-11 3.11: all elements listed 4.1: " 4.2: " 4.3: 1-9/14/15 4.4: all elements listed 4.5: 1-7/9-13 4.6: all elements listed	

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
2.2.2	declining an offer	2.2.2: 1-3/7/9/12-14		
2.2.3	accepting an offer	2.2.3: 1/2/4/5/7/9/11-15		
2.3.1	remembering	2.3.1: 1-3/9-11/13		
2.3.2	forgetting	2.3.2: 1-5/10/13		
2.4.1	possibility	2.4.1: 1-19		
2.4.2	impossibility	2.4.2: 1-4/6/8-11		
2.5.1	capability	2.5.1: all elements listed		
2.5.2	incapability	2.5.2: "		
2.6	need	2.6: "		
2.7.1	certainty	2.7.1: "		
2.7.2	uncertainty	2.7.2: "		
2.8	obligation	2.8: "		
2.9.1	request for permission	2.9.1: 1-3/5/6/10-13		
2.9.2	granting of permission	2.9.2: 1/2/4/8/9/12-15		
2.9.3	denial of permission	2.9.3: 1/2/4-13		
2.10.1	denial	2.10.1: 1-15		
2.10.2	affirmation/confirmation	2.10.2: 1/4-8/10-12		

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1: "	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13: "	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements listed	
3.3.1 fear	3.3.1: "	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements listed	
3.7 intention	3.7: "	
3.8 want	3.8: 1/2/4-11	
3.9.1 approval	3.9.1: all elements listed	

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ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.1 approval	3.9.1 all elements listed	
3.9.2 disapproval	3.9.2: "	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6 all elements listed	
4.7 corrections		
D. List each functional environment The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present each datum.		

SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

<p>MacroSTANDARDS Communicative Activity "SCANS"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>SCANNING FOR ADDITIONAL DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING)</p> <p>A. Circle additional data The student will peruse the document for additional data. Additional information that impacts on the prespecified data needs will be circled.</p> <p>B. List data The student will transfer the circled data to the SCANNING WORKSHEET.</p> <p>C. Determine the functional environment The student will inspect the sentence in which each additional datum is found. S/he will determine the functional category for each sentence containing additional data. The function(s) will be one or more of the following:</p> <p>1.0 Factual Information</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> <p>2.0 Intellectual Attitudes</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p>	<p>1.1: all elements listed</p> <p>1.2: "</p> <p>1.3: "</p> <p>2.1.1: 1/2/7-11/13/14/19</p> <p>2.1.2: 1/3-5/7/10-15</p>	

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ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.1	an offer	2.2.1: 1/2/4/6-8/10/14-16	
2.2.2	declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3	accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1	remembering	2.3.1: 1-3/9-11/13	
2.3.2	forgetting	2.3.2: 1-5/10/13	
2.4.1	possibility	2.4.1: 1-19	
2.4.2	impossibility	2.4.2: 1-4/6/8-11	
2.5.1	capability	2.5.1: all elements listed	
2.5.2	incapability	2.5.2: "	
2.6	need	2.6: "	
2.7.1	certainty	2.7.1: "	
2.7.2	uncertainty	2.7.2: "	
2.8	obligation	2.8: "	
2.9.1	request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2	granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3	denial of permission	2.9.3: 1/2/4-13	
2.10.1	denial	2.10.1: 1-15	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.10.2 affirmation/confirmation		2.10.2: 1/4-8/10-12	
2.11 awareness		2.11: all elements listed	
2.12.1 difficulty		2.12.1: "	
2.12.2 ease		2.12.2: "	
2.13 belief/opinion		2.13: "	
3.0 Emotional Attitudes			
3.1.1 pleasure/liking		3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike		3.1.2: 1-4/12/16	
3.2.1 satisfaction		3.2.1: 1-5/8-11	
3.2.2 dissatisfaction		3.2.2: all elements listed	
3.3.1 fear		3.3.1: "	
3.3.2 worry		3.3.2: 1-6/8/11	
3.4 hope		3.4: 1/3-8	
3.5 surprise		3.5: 1-5/7/8/19-21	
3.6 preference		3.6: all elements listed	
3.7 intention		3.7: "	
3.8 want		3.8: 1/2/4-11	

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ENABLING OBJECTIVE R.2-4 SUMMARIZING

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>SUMMARIZING</p> <p>A. <u>Draw conclusions</u></p> <p>The student with the data and their functional environments stated on the SCANNING WORKSHEET will make inferences based on the information. S/he will write these inferences on the SCANNING WORKSHEET in the block labeled CONCLUSIONS.</p> <p>B. <u>Recommend actions to be taken</u></p> <p>The student will determine what job-responsible actions should be taken, if any. S/he will note recommended actions on the SCANNING WORKSHEET.</p>		<p>Practice in drawing conclusions from samples of the SCANNING WORKSHEET is useful here.</p>